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EXTRA-CURRICULAR ACTIVITIES
IN THE HIGH SCHOOL



EXTRA-CURRICULAR ACTIVITIES IN THE HIGH SCHOOL

BY

CHARLES R. FOSTER

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FORMERLY PRINCIPAL OF LATIMER JUNIOR

HIGH SCHOOL

JOHNSON PUBLISHING COMPANY

RICHMOND, VIRGINIA

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Printed and Bound in the
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TO
WILLIAM M. DAVIDSON
Superintendent of the Pittsburgh Schools

PREFACE

Little material has heretofore been presented in the field of extra-curricular activities. This volume is the result of the writer's efforts to gather practical material to present to summer school classes in secondary administration and to high school teachers of a large city school system. After giving these courses for the past three years in the summer sessions of Colorado State Teachers College and in Extra-mural Classes of the University of Pittsburgh and Pennsylvania State College, the author decided to present in book form the substance of the material used in these classes for the benefit of teachers of education, high school teachers, and principals elsewhere.

The writer believes that there is an intense interest in this phase of the secondary program at the present time and expresses the hope that this interest may grow so rapidly that educators everywhere will realize the importance of giving our boys and girls that fourfold development which they are entitled to have, namely, intellectual, physical, spiritual, and social development. There can be no doubt that the extra-curricular activities contribute more to the spiritual and social development of the high

school student than any other phase of the high school program.

The purpose of this volume is to place before the reader some underlying principles involved, with a few illustrations suggestive of possibilities in the extra-curricular field, rather than to give detailed practices obtaining throughout the country.

High school principals and teachers will find the book practical and workable because the suggestions have arisen out of actual school situations.

Grateful acknowledgment is due to teachers and principals who have provided concrete material covering actual school practices and to Dr. William M. Davidson, Superintendent of the Pittsburgh Schools, for inspiration given to the author in his experimental efforts as a high school principal.

The writer wishes to make special acknowledgment to the Bureau of Education for bulletin material quoted and to Dr. Thomas Briggs and Dr. E. K. Fretwell, of Columbia University, for suggestions which have been used. It is impossible to express appreciation to many others who have contributed indirectly to the content of this book.

CHARLES R. FOSTER

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INTRODUCTORY NOTE

Extra-curricular activities have come to have a prominent place in the development of a complete secondary program.

The author of this volume, Mr. Charles R. Foster, Associate Superintendent of the Pittsburgh Public Schools, has tried out, as a high school principal, many of the ideas suggested in the book under actual school situations. In the last two years he has had opportunity to observe a still larger field as Associate Superintendent of Schools in charge of Junior and Junior-Senior High Schools of Pittsburgh, and also as Director of the Professional Reading and Study Work for all of the teaching staff of the city.

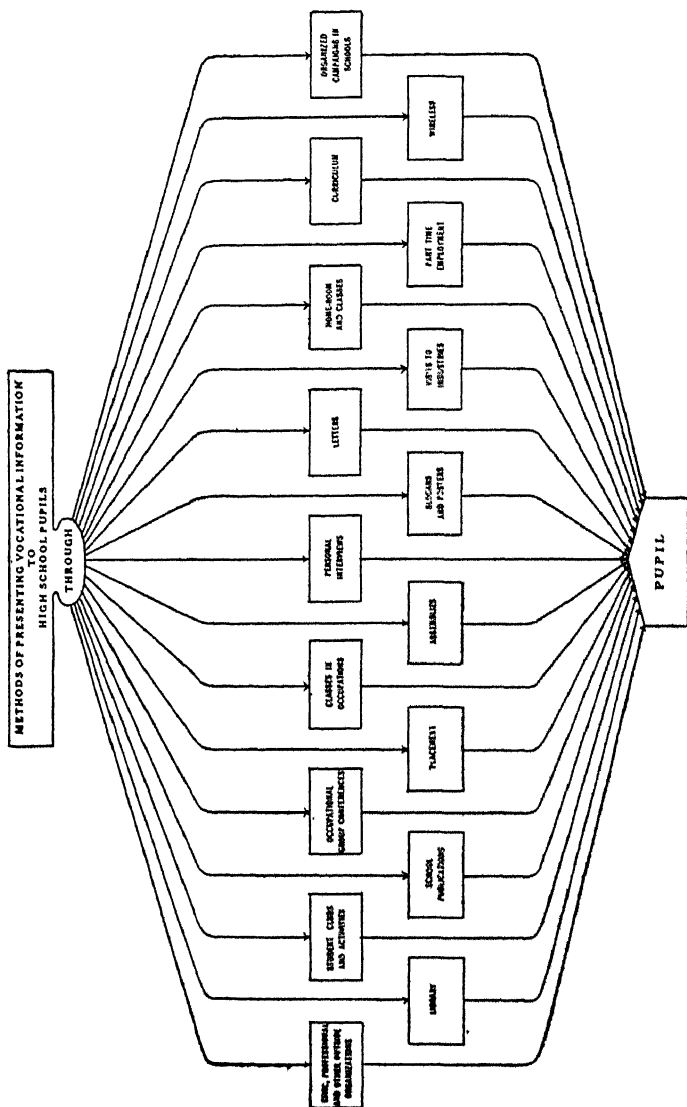
The author does not claim the last word in the suggestions which he offers in his book, but hopes that the volume will stimulate further experimentation in this field.

I commend this volume to the consideration of High School Principals and Teachers and to Professors of Secondary Administration in Schools of Education, Teachers Colleges, and Normal Schools.

WILLIAM M. DAVIDSON

SUPERINTENDENT OF SCHOOLS
PITTSBURGH, PENNSYLVANIA

EXTRA-CURRICULAR ACTIVITIES
IN THE HIGH SCHOOL



CHAPTER I

EXTRA-CURRICULAR ACTIVITIES

History of the Movement. Extra-curricular activities are those legitimate activities not provided for in that part of the school program which is usually designated as the curriculum. They are sometimes referred to as semi-curricular or intra-curricular activities.

They have gained recognition among educators as a vital part of every high school program intended to train our boys and girls to take their places in the democracy of the world.

Their place in that program is the result of a changed viewpoint as to what the aim of the school should be. There was a time not far distant when the entire aim of the school was to develop the intellect to its highest powers, regardless of the social or even the physical needs of the individual. There might have been some justification for this situation in the fact that the population of our country was so scattered during the early years of public school growth that many of the social attrac-

tions of our time were unknown. Secondary schools were attended only by the select few who were preparing to enter the learned professions. As in practically every field of human activity, social changes incident to the coming of the industrial era wrought their transformations in the classroom. The greater opportunity of the period extended the select group until it contained the sons and daughters of thousands lifted to a new plane of well-being in the day of organization, coöperation, and combination in business.

The physical needs of the children were once cared for by the work of the farm and the essentially outdoor life of a rural and pioneer country. Cities grew, however, and artificial means of insuring health and vigor took the place of natural advantages.

All of these evolutionary changes in society were vastly speeded up by the great World War. And with the war came a realization, as never before, of the great importance of education in a democracy. It was brought forcibly to the attention of the world as the light of hope to which civilization must look if hard-earned advances in democracy are to endure.

The American high school appeared as the outstanding agent of this new and vital educa-

tion. Its growth was phenomenal. In the short span of thirty years its enrollment increased five-fold, with the American people building new high school buildings at the rate of one a day every day in the thirty years. Since 1890 the high school enrollment has increased 710 per cent; the population, 68 per cent. The number of high school graduates jumped from 22,000 in 1890 to 250,000 in 1924. At the present time there are approximately 2,000,000 students in the secondary schools of the United States.

With this phenomenal growth came a broadening of purpose, a more varied curriculum, a more cosmopolitan body of students, and a manifest tendency on the part of the students to imitate the life of the community in which they found themselves. One of the marked expressions of the new spirit was the coming of athletics into prominence.

These changes brought school people everywhere slowly but surely to a realization of the social needs of our high school program.

Underlying Principles. It is well to keep in mind in connection with a discussion of this subject some of the underlying principles of thought which have influenced the development of the extra-curricular program. The first of these principles is a recognition of individual differ-

ences in children and of the need of a program to meet their needs. Children differ in ability, aptitude, sex, probable career (educational and vocational), social status, environment, traditions, habits of work, race, nationality, age, health, intellectual development, economic status, moral atmosphere, and in numerous other ways such as to make it imperative that our secondary schools provide not only a differentiated curriculum, departmentalization, homogeneous grouping, promotion by subject, and vocational and educational guidance; but also such forms of extra-curricular activities as may utilize the social instinct and the socializing, integrating factors important in establishing a common basis of feelings, aspirations, and ideals essential in a democracy.

A second underlying principle is found in that simple statement of fact which is almost axiomatic, namely, the best preparation for life is living, and the best training for citizenship in a democracy is citizenship in a democracy. If this be true, both curricular and extra-curricular activities should be such that they approach and possibly reach life situations. The school ought to be organized as a social community working on a body of facts as a basis for social action, training the members in desirable attitudes and

dispositions. All of its resources should be utilized to realize the social mission of education. The school cannot be a preparation for social life unless it reproduces within itself the conditions of social life. Education progressing in a school organized as a social laboratory is not merely a preparation for citizenship; it is training in citizenship.

Equalization of opportunity, a democratic ideal, is the third underlying principle. Dr. Briggs tells us that "the one place where democratic ideals and objectives may function in a natural matrix is in the conduct of the extra-curricular activities. Whether a student is notably dull, studious, clever, rich, poor, handsome, or ugly he should have an equal opportunity to be a member of a school organization which ought under all circumstances to be organized upon a basis of democratic society."

A fourth underlying principle recognizes that extra-curricular activities are educative only when they develop qualities that make for a complete citizenship, notably leadership, initiative, coöperation and intelligent obedience to authority. A broad program of extra-curricular activities affords a splendid opportunity to develop a diversified and balanced leadership, as well as these other qualities. Every good citizen pos-

sesses them to some degree, and it is of primary importance that all educational agencies enable students to practice them with satisfaction. It may be done through the content of the curriculum, the method of teaching, and especially by the participation of the student in the extra-curricular life of the school.

Instead of frowning, as in older days, upon the desire of the young to act upon their own initiative, we have learned that only upon these varied interests can be laid the surest basis for healthy growth. Self-reliance, honesty, perseverance, and respect for the rights of others are needed. The school democracy must be animated by the spirit of coöperation, the spirit of freely working together for the positive good of the whole. Initiative is encouraged in order that better contributions may be made to the common task. Students will be trained to give intelligent obedience to authority when they learn from experience that their best interest is sought by the law of the school, and when their social consciousness is enlisted to help frame and enforce the regulations under which they are to live. In a democracy rules must be obeyed, but the rules are not decreed by an autocrat; they are willed by the group itself. Responsibility for success or failure in the execution of orders rests not

only with those who obey, but also with those who help to make them.

The fifth underlying principle is the one given by Dr. Briggs in his work *The Junior High School*:

It is the business of the teacher to teach the pupil to do better the desirable things he will do anyway; to reveal higher types of activity; to make these desired and to an extent possible.

These simply stated principles are far reaching in their effects. Their acceptance obliges one to make an inventory of the desirable activities pursued by boys and girls in school, with reference to the characters they are most likely to develop as men and women. These activities apply to the entire secondary school program, both curricular and extra-curricular.

Extra-curricular activities are found to offer the school its best opportunity to help students do certain desirable things they are going to do anyway as they take their places as members of social units, and to exercise those qualities of citizenship which are fundamental to society. In these activities, too, there is a ready channel through which the school may utilize the spontaneous interests and activities of the adolescent, and through these lead to higher types of activities both desired and possible of attainment.

In the sixth underlying principle there is almost general agreement. Extra-curricular activities should have their foundations, in most instances, in the curricular activities and should help to motivate them. In a recent report to the National Education Association, a subcommittee of which the writer was a member laid emphasis on this principle. In addition, the committee reported as follows:

The final objective of the Junior High School program of studies must be to provide socialization on a scale so extensive that adolescent youth may find in the school itself the special field for their activities as [junior] citizens. It is vital to recognize that the organized activities of school socialization should be and are motivated by accepted educational objectives to an extent equal to the motivation of the subjects of study by such objectives. When this recognition is once given, school activities will be dignified by a place in the program of studies and by a definite time allotment consistent with their rich educational possibilities. They must be as definitely planned as any other administrative or instructional facilities for the attainment of the objectives of secondary education. They should become integral parts of the program of studies. They deserve a higher recognition than that accorded by the designation extra-curricular. They are intra-curricular activities.

The seventh underlying principle, that extra-curricular activities have a distinct moral value, is suggested in *The Journal of the National Education Association* for 1922:

Our standards are not something remote from experience but are engendered by experience itself. Moral training cannot be inculcated by giving children a set of maxims; it must be gained by the give and take of social life itself. To provide a child with a set of maxims is to bind him an unthinking slave to the past; to give him the power to realize the moral implications of his own conduct and to evolve a code of ethics for evaluating social experience, from the experience in which he is himself engaging, is to make him an active agent of civilization. It is for this reason that activities in school are a fundamental necessity in guiding conduct. They give opportunity for situations that bring about moral training through experience itself. A school régime that encourages the passive absorption of knowledge for its own sake, that isolates pupils into individual units and emphasizes competition, that makes communication among pupils a sin, is training its pupils in a code of ethics which is not in accordance with what is advocated in life outside of school, and it fails to take advantage of the two great opportunities for moral training of life in a social group—the training in coöperation and social sympathy.

The experience of a pupil in the company of his fellows is the best moral training he can have. Social disapproval has a quick and direct way of reforming conduct that is worth a dozen homilies or moral lessons. Moral character is developed through formation of habits, through experience. Moral preference is exercised only in making a choice. It is only when there is a freedom to act, to act wrongly or rightly, that any moral issue is involved. Otherwise the intelligence has no opportunity to discern right from wrong; the disposition to do right has no chance to function positively. We cannot develop in children a sense of responsibility to act rightly when we deny them freedom of choice as to their actions.

In Bulletin No. 51 (1917) "Moral Values in Education," published by the Bureau of Education, we have the following statement which sums up the whole argument for activities as moral agencies:

First in importance as a moral agency should be placed the actual performance of the pupils themselves. It is one thing to hear right conduct praised or see it exemplified; it is quite another and more necessary thing for the boys and girls themselves to do the acts.

Character is essentially a matter of action, the habitual performance of certain kinds of deeds rather than others; and the only genuine way of learning how to do these deeds is to do them, just as tennis is learned only by playing it.

The better schools of our time have seized upon the fact that pupils take to activity so much more readily than they do to the relatively passive business of listening or reading. They are eager to engage in athletics, to run a school paper, to dance, to act plays, to build, to do dozens of things that merely sitting at a desk studying and reciting will never permit.

Other underlying principles briefly stated are as follows: Where the pupils are free to organize and carry on their own activities, everything is done under the urge of strong motives. By means of common interests, group experiences, and unified feeling, both individual development and democratic aims may be achieved. The organization of the secondary school must pro-

vide its adolescents with so much good to be done that the bad will have no place.

Extra-curricular activities must be suited to the age of the students. Many of the activities that are well suited to the students of the early adolescent years will not appeal to them later on. Opportunities must be provided for conscious choice, in accordance with intensive interest.

CHAPTER II

ADMINISTRATION AND SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES

Extra-curricular Director or Teacher. The success of the extra-curricular program depends largely upon the wisdom, foresight, sympathy, and enthusiasm of the principal and those delegated by him to carry it out. High school principals, except in very small schools, need the assistance of at least one faculty member in carrying out an extra-curricular program as outlined in this book. In the city of Pittsburgh, each junior, junior-senior, and senior high school is assigned an extra teacher designated by the title "Extra-curricular Teacher."

She may be assigned to full-time supervision of the extra-curricular work, or the time allotted to this extra teacher may be so distributed that several teachers may have free time for this purpose. Under this plan several activities may receive the attention of one teacher for one half of every day: club activities, school assemblies, social programs.

Another teacher devotes one half of her time to student government in all its phases.

In another high school this time is divided among four faculty members.

Teachers or administrators who have charge of this work should be selected with great care. They need to have a clear-cut conception of the place of extra-curricular activities in a modern school program. The importance of the position is such that one to occupy it should possess tact, ability, vision, engaging personality, and enthusiasm. Every high school ought to have an activities committee appointed by the principal to handle all problems connected with the activities of the school. The recommendations of this committee should be subject to the principal's approval.

Activities Period. The extra-curricular program is so important that a regular period each day should be set aside to promote it. Such a period is usually designated the "activities period." It always results in a much better spirit of coöperation on the part of both pupils and teachers. It gives dignity and recognition to the extra-curricular program in a manner impossible when this work is attempted after school hours. Moreover, it prevents the program from interfering with the after-school plans of parents,

employers, and others, leaving free the time which should be used for athletic events or various features which might more profitably take place after regular school hours. Teachers are more likely to be interested if this plan is followed, and it encourages them to volunteer sponsorship relations.

The activities period must be a real activities period, with a rich extra-curricular program, or it develops into a mere loafing period. The following program is carried out in the activities periods of a week in the high schools of Pittsburgh and is suggestive of what may be done in this field:

Monday.....	Student Council Conference and Guidance Day
Tuesday.....	Home-Room Class Meeting
Wednesday.....	Club Meetings
Thursday.....	Junior Assembly and Clubs
Friday.....	Senior Assembly and Clubs

Such a program furnishes the opportunity for a very rich extra-curricular life. The conference and guidance period permits the home-room or report-class teacher to come into intimate contact with the individual members of her report class. It affords her an opportunity for checking their scholarship, attendance, and interests, especially valuable in following through a good

guidance program. This guidance program is accomplished through regular guidance instruction and the organization of Life Career Clubs, especially for students in the junior high school grades.

Life Career Clubs, where organized, have been conducted as a part of the guidance program of the school and have been unusually successful. Instructional material for them has been carefully worked out and forms the basis for real work for these Monday activities periods.¹

Home-Room Meetings. The home-room meeting is held each Tuesday during the activities period. The meeting is the heart of the entire program, for it reaches all students in the school. It is the time when every vital question dealing with the welfare of the institution is democratically discussed. The home-room representative on the student council brings back for discussion the recommendations of that organization, followed by rejection or adoption. The home-room organization can initiate school policies and recommendations which may be sent through representatives to the student council for consideration by that body. There is an almost inexhaustible supply of topics affording profitable discussion by the students in the home-room period. The

¹ See chap. IX, p. 186.

following program was successfully carried out in the Langley Junior-Senior High School, Pittsburgh, in the home-room periods of the past semester:

SUGGESTED TOPICS FOR HOME-ROOM PERIOD

March 17—June 23

March	17 . . .	How Can We Improve Our School?
	24 . . .	How to Study
	31 . . .	Report Period—Individual Conferences with Students
April	7 . . .	Student Participation in School Ac- tivities
	14 . . .	Langley Loyalty
	21 . . .	Manners and Courtesy
	28 . . .	Health
May	5 . . .	Leadership
	12 . . .	Report Period—Individual Conferences
	19 . . .	Protection of Property
	26 . . .	Safety Week
June	2 . . .	Facts about Occupations
	9 . . .	Course of Study—Schedules
	16 . . .	Flag Day Program
	23 . . .	What Am I Getting Out of School?

The above program was handled with greater facility by the placing of a mimeographed outline of material covering each topic in the hands of every student. Committees of teachers and students worked out these outlines together. The following program is an example of what was done in this connection:



VALET CLUB

SUGGESTED PROGRAM FOR THE HOME ROOM

Topic: How Can We Improve Our School?

School Life.

1. Duties to teacher:

- a. Obedience in all things.
- b. Respect: in address; in attention; in speech.
- c. Courtesy: interruptions in speech; tipping hats; opening doors; handing dropped articles.
- d. Honesty: in speech; in manner, actions, lessons.
- e. Industry.

2. Duties to comrades (The Golden Rule):

- a. In classroom; quietness; attention; self-control.
- b. On the playground: kindness in speech; in manner; honesty in play; unselfishness; thoughtfulness.
- c. Cleanliness: in person; in dress; in speech; in books, in papers.
- d. Politeness to girls; must be given and demanded.

3. Duties to self:

- a. Industry.
- b. Punctuality.
- c. Honesty.
- d. Trustworthiness.
- e. Cleanliness.
- f. Self-respect.
- g. Self-control.
- h. Accuracy.

4. Duties to school at large:

- a. Fire drills: reasons for; order during drills, reasons.
- b. Passage from class to class.
- c. Cleanliness of building; janitor.

- d. Defacement of building; care of books and other property belonging to school.
- e. Conduct in assembly: politeness to speaker; courtesy to listeners; no audible comments.

The home room is organized with its own officers. These students preside at all meetings. The teacher, although in the background, functions as the guiding spirit and inspiration of the group. Parliamentary procedure should be used invariably in order that the students may have that practice and experience likely to prove invaluable later on in life.

Club Activities. The Wednesday activities period is set aside for the meetings of the numerous clubs. The ultimate ideal of each school should be the enlistment of its entire enrollment from conscious choice, based on interest in some club activity of the school. The difficulty of doing this must not be underestimated. Club motives, club sponsorship, and club organization are problems not always simple of solution. But the ideal of every student in a worth-while club is an ideal which is worthy and which is possible of attainment. It has already been accomplished in some junior high schools in America.

List of Clubs. An idea of the field that club organization opens up may be gained from the

following list of clubs found in the Holmes Junior High School of Philadelphia.¹ This list clearly shows which department of the school sponsors the different clubs:

The English Department

A. Newspaper Clubs

1. School Paper
2. Reporters Club
3. Scribblers Club
4. Poetry Club
5. Advertising Club
6. Junior Salesmen Club

B. Guidance Clubs

7. Success Club
8. Guidance Publicity Club

C. Public Speaking and Dramatic Clubs

9. Public Speaking Club
10. Debating Club
11. Junior Dramatic Club
12. Senior Dramatic Club
13. Scenario Club

D. Cultural Clubs

14. Story Hour Club
15. Shakespeare Club
16. Mythology Club
17. Library Club
18. Booklovers Club

The Department of Mathematics

1. Club of Applied Mathematics
2. Business Correspondence Club
3. Junior Financiers Club
4. Mathematical Wrinkle Club
5. Junior Office Practice Club
6. Chess Club
7. Mathematical Recreation Club

The Art Department

1. Art and Sketch Club
2. Handicraft Club
3. Art Collectors Club
4. Camera Club
5. Poster and Commercial Art Club

The Music Department

1. Music Appreciation Club
2. School Orchestra
3. Glee Club

¹ These clubs are described in *Junior High School Life*. The Macmillan Company.

The Department of Mechanical Arts

1. Repair Clubs
2. Blue Print Club
3. School Equipment Club
4. Gift Club
5. Radio Club

The Foreign Language Department

1. Spanish Club
2. French Club
3. German Club

The Science Department

1. Junior Chemistry Club
2. Senior Chemistry Club
3. Practical Household Chemical Club
4. Ernest Thompson Seton Club
5. Bird Club
6. Wild Flower Club
7. Astronomers Club
8. Club of Applied Mechanics
9. Geology Club
10. Know Your City Club
11. Travel Club
12. Postage Stamp Club
13. National Geographic Club
14. Geographic Research Club

The Department of Social Studies

1. Civic Publicity Club
2. Historic Research Club
3. Contemporary Club
4. Historical Pilgrimage Club
5. Inventors Club

The Home Economics Department

1. Luncheon Club
2. Marketing and Serving Club
3. Camp Cookery Club
4. Little Mothers Club
5. Holmes Sweet Shop

The Department of Domestic Arts

1. Household Textile Club
2. Dressmaking Club
3. Millinery Club
4. Art Needlework Club

The Department of Physical Education

1. Dancing Club
2. Hiking Club
3. Swimming Club
4. Seasonal Games Club
5. Leaders Club
6. First Aid Club

Social and Ethical Training

1. Etiquette Club
2. Willing Workers Club

ADDITIONAL CLUBS

- | | |
|--------------------------|--|
| 1. Agricultural Clubs | 11. Landscape Gardening Club |
| 2. "Hi-Y" Club | |
| 3. Girl Reserves | 12. Officials Club |
| 4. Boy Scouts | 13. Boosters Club |
| 5. Camp Fire Girls | 14. Mask and Wig Club |
| 6. Girl Scouts | 15. Friendship Club |
| 7. Parliamentary Club | 16. Life Career Clubs |
| 8. Industrial Arts Clubs | 17. Social Service or Community Welfare Club |
| 9. Cartooning Club | |
| 10. Commercial Club | |

Sponsorship. Each club should be sponsored properly by a member of the faculty. Sponsors should be appointed by the principal, who should take into account their qualifications for the assignment. It is not good policy for the principal to appoint sponsors indiscriminately. As a rule, teachers who volunteer for sponsorship of clubs are more likely to be successful. Students frequently make good suggestions for sponsors of clubs, but it is not always safe to follow their suggestions. Popular teachers do not always make good sponsors.

Teachers are rapidly dispelling the old-time idea that they should confine their interests to mathematics, science, English, or whatever happens to be their field. They are finding out that their sphere of influence is not confined to the four walls of their individual classrooms.

The writer was gratified beyond measure in developing an extra-curricular program through four years of experience as a high school principal to find how gladly teachers would volunteer their services for these activities as soon as they actually caught the vision of the enlarged opportunity thus opened to the boys and girls. The sponsors should, of course, attend all club meetings and hold themselves constantly in readiness to serve.

Guidance. Provision must be made for wise guidance. Students ought not to be permitted to enter upon any activity unless they display an evident enthusiasm for the activity and an interest in the organization. There should be particular requirements (democratic, of course) for admission to any club. The educational guidance program falls short of its purpose unless it leads students into activities suited to their tastes, interests, and needs. It should be a stimulating influence to the pupil who appears to lack interest in school activities. Round pegs in round holes are necessary if any activity is to succeed.

Club Membership Requirements. Every club should have its own constitution and by-laws. Requirements for admission are determined by the purpose of the club and the nature of its

work. Under no circumstances should members be admitted to a club by a vote of the students through a process of blackballing or balloting. In such organizations as orchestras, glee clubs, dramatic organizations, and debating clubs it is necessary to admit members through a try-out process. After the students have become members of clubs, they should be checked to determine whether or not they are being useful to the organization. If they have no interest and fail to meet the requirements of the club, they should be dropped from membership.

How Organized. Clubs are organized upon the request of students or upon the suggestion of a teacher who volunteers sponsorship. The objectives of the club should be clearly stated, and it should be evident that they spring from a real, live interest on the part of those asking for the organization. Experience has shown that some of the best high school clubs ever organized came about as the result of requests on the part of the students themselves. Before clubs are accepted as a part of the approved activity program, they should be considered carefully by the extra-curricular directors, the faculty committee, and the principal. Before and after the organization, the principal or his assistant should keep in close touch with these

club organizations in order that he may be sure they have worthy objectives, conform to school policy, and do not duplicate efforts of a similar nature elsewhere in the school. With this information, the principal may diplomatically discourage undesirable activities and point the way to better ones.

General Principles. Students should be aided in keeping a proper balance between their extra-curricular activities and their curricular activities. The number of clubs to which they are permitted to belong ought to be limited. In Pittsburgh high schools, two extra-curricular activities only are allowed. That students who sever their relationship with the school should be automatically dropped from membership in all regular school activities is understood.

All money handled by extra-curricular organizations should pass through a centralized treasury or a centralized auditing and accounting committee. Business-like methods only should be considered. The following plan in use in one high school is simple and meets the requirements of good business sense:

All money from the high school organizations is deposited with the school treasurer (in this case a member of the commercial department of the faculty) as soon as it is acquired by any

class, club, organization treasurer, or financial agent. The treasurer pays all bills incurred by these organizations when ordered on signature of the president and sponsor. Day by day he deposits his receipts in a local bank.

The school treasurer keeps the funds of each organization in a separate account and can give information in a moment's time with regard to the balance any organization may have in its treasury. There is no overlapping of funds, no misappropriation. The funds of each organization may be expended only by order of and in the interests of that organization. For example, funds held for the athletic association are never devoted to any other interest, such as the library or school paper, unless such diversion of money is distinctly authorized.

The treasurer submits a complete report to the principal at the close of each semester, in addition to a report rendered by the auditing committee on the condition of the books. The treasurer is an officer under bond. In view of the fact that sums ranging in amount from a few cents to more than ten thousand dollars pass through the treasurer's hands, the necessity for a business-like system is perfectly obvious.

The School Assembly. One activities period each week is devoted to the school assembly. In some

schools two periods a week are used for this purpose. When the student body is divided for purposes of assembly, the group not participating therein is afforded another chance for club activities or other student endeavors. A more detailed discussion of the assembly will be given in a later chapter.

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CHAPTER III

DESCRIPTION OF TYPICAL CLUBS

In this chapter a number of clubs are described in detail as examples of the possibilities in the field of extra-curricular activities. There are, of course, other clubs equally worthy of a place in the program. The ones mentioned are all functioning in high schools at the present time.

The Senior History Club. The Senior History Club takes charge of all special day programs in the senior assembly. This club functions more widely than any other organized club in the school. Its program for a part of the school year is here shown:

THE HISTORY CLUB PROGRAM

Our Motto: *Learn America—Live America*

- Oct. 12. Discovery Day
- Oct. 26. Debate: *Resolved*, That the Philippine Islands should be free and independent.
- Nov. 9. Armistice Day
- Nov. 23. Thanksgiving Day
- Dec. 7. Forefathers' Day

AN ASSEMBLY PROGRAM

Armistice Day—November 11

Chairman:—————

A song. *America the Beautiful*.....The school
 A flag drill.....Thirty-six girls
 A song. *Land of Hope and Glory*.....Double quartet
 Armistice Day Speech.....Speaker selected
 A play. *They Gave Their Todays for Our Tomorrows*. Pupils
 A recitation. *America's Answer to "Flanders Field"* A pupil
 A song. *The Star-Spangled Banner*.....The school

Flag Day—June 14

A song.....The school
 MusicOrchestra
 A recitation. *The History of the Flag*.....A pupil
 A short play. *The Making of the Flag*.....Pupils

Act I.....Cambridge, Mass.

Act II.....Home of Betsy
 Ross, Arch Street, Philadélphia

Act III.....Same as Act II

A song. *The Story of the Flag*.....A pupil
 An oration.....A pupil
 A flag drill.....Junior Girl Reserves

The Athletic Club. This club is open to senior high school boys only. Its membership comprises the teams or squads in the current athletic sports participated in by the senior boys of the school. In the fall it is the football squad, in the winter the basket-ball and gymnastic teams, and in the spring the baseball and track

teams. There are usually about forty-five boys in the club. It is sponsored by the senior coach who gives the members talks on games, sport, and sportmanship; gives blackboard drills; analyzes the games just played and points forward to the games yet to be played; gives talks on clean living; and brings in prominent athletes from local colleges and universities to talk to the boys on all phases of the sport which is their interest. In Pittsburgh some of the speakers have been members of the University of Pittsburgh football team, the sporting editor of one of the papers, Honus Wagner, famous baseball player, and Dr. Homer Flint, basket-ball specialist. High ideals of sportsmanship are always stressed in the meetings of the Athletic Club.

The Puzzle Club. This club is open to any interested student. The "puzzle instinct" is very strong in many young people. They derive much pleasure and much good from puzzle solving. The aim of the club is in direct line with the "worthy use of leisure." The history or stories of the world's most celebrated puzzles are related in its meetings, and the time is devoted to the solution of puzzles brought in by the club members or gleaned from the pages of magazines and newspapers. If the puzzles are not solved

in the meeting periods, they are taken home, worked out, and reported on by the members. On account of the current interest in cross-word puzzles, they have been added. Contests are a feature of the work of this club. Its purpose is wholesome mental recreation. That there was a genuine interest in its activities was shown by the fact that during the past year seventy-six students in a certain school placed this club as their first choice of the school activities. The Puzzle Club is included in the chapter to illustrate the fact that there is a place in the well-rounded extra-curricular program not only for educational clubs, but also for recreational clubs.

The Travel Club. This club is open to junior high school students, and serves as a supplement to the regular geography classes. Imaginary trips by land and water are taken during the meetings, with frequent use of the stereoptican and motion-picture machine, as well as of pictures brought in by the students. The students tell about their own trips. The field of activity for such a club is wide, as wide as the earth itself, and participation may be made very profitable to the younger students of the junior high school group. The "Travelers Club" of one high school has outlined a trip around the world for its year's work.

With Pittsburgh as a starting point, the club members have already reached Chicago, Yellowstone Park, the Canadian Rockies, and the Pacific Northwest. Thence the route calls for a visit to Alaska. This traveling is done by means of slides, motion pictures, and photographs. Each week seven or eight members are assigned topics dealing with the place to be visited. These reports are then read and discussed in class. The club is extremely popular.

The National Honor Society. The National Honor Society of Secondary Schools is a national society with local chapters in the senior high schools of the country. Its purpose, according to its constitution, is "to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of the American secondary schools." The general control of the organization is vested in a National Council.

A chapter, before its admission to the National Honor Society, must have its organization approved by the National Council. An appropriate emblem, uniform throughout the country, is used by each chapter. Besides possessing qualities of scholarship, service, leadership, and character, a candidate for membership must rank

in the upper fourth of his class, and must have been a member of the school for at least one year. Selection of members is made by the faculty or by the principal with the aid of a committee of faculty members. There should be a place for this organization or its parallel in every senior high school.¹

The Health Club. The Health Club, sponsored by two physical training teachers, one man and one woman, meets in the regular activities period. Its membership is composed of the associate representatives of each report room. The president is the vice president of the student council. Through its form of organization, it closely touches the entire student body. The objectives of the club are to improve the general health of the student body, to keep the school building sanitary and clean, and to awaken students to the value of regular personal health habits and clean living.

Its activities consist of the discussion of health topics and suggestions as to the improvement of health conditions in the school and outside of the school. The subjects of proper ventilation, temperature, correct lighting, and sanitation of class and wash rooms are discussed, together with such

¹ Complete information may be obtained from the national secretary, Mr. H. V. Church, Cicero, Illinois.

topics as proper food, clothing, bathing, personal habits, safety, and first aid. The club keeps in close touch with organizations like the American Child Health Association, Modern Health Crusaders, the Junior Red Cross, the American Child Hygiene Association, and the National Dairy Council. Its work is of such extent that it may be carried on into the senior high school grades.

The Girl Reserves Club. This club, under the auspices of the Young Women's Christian Association, is to the girls of the school what the "Hi-Y" Club is to the boys. In the local high school it is sponsored by faculty members who have a vital interest in girls of the "teen" age. It meets regularly in the activities period. Girls of the eighth and ninth grades are eligible. The purpose of the organization is to unite the members in a spirit of friendliness and service, to win other girls to membership, and to stand for the best things at home, at school, at work, in the church, and in the community. Meetings are in charge of committees of girls who work under the direction of sponsors. The activities consist of discussions; social functions, such as music, games and parties; business meetings; and social service. The following program was

used by one organization during the first semester of the current year:

FIRST SEMESTER—1924-25

. Program

- Sept. 19. Round-up meeting.
Greetings and welcome to prospective members.
26. Membership meeting. Enrollment.
Election of officers.
Reception for new members.
- Oct. 2. "Our Dreams." Code interpretation.
Songs, code, salute, club purposes.
9. Installation service of officers. Initiation of new members.
11. Junior high school hike.
16. Business meeting. Budget and constitution.
18. Inter-club meeting. Central Y. W. C. A.
23. "What Makes a Girl Attractive?" Discussion.
30. Hallowe'en party.
- Nov. 6. "Golden Windows." Story hour.
13. World fellowship.
Girl Reserves around the world.
Playlet: "Not Exempt."
20. Joint Meeting "Hi-Y" and Girl Reserves.
- 25, 26. Social Service: Thanksgiving "Cheer Baskets."
- Dec. 4. Business meeting. Plans for service.
11. Christmas story hour. Songs.
18. Santa Claus helpers: Social service.
- Jan. 8. New Year's resolutions.
15. Playlet: Child Labor, Race Relation.
22. 9A Girls' program. Farewell.
29. Party at Community House.

IDEALS

Joyousness of Living
Unselfishness of Giving
Naturalness of Being
Ideals in the Making
Orderliness in Thinking
Readiness in Serving

Keep Thou Thy dreams—the tissue of all wings
Is woven first in them: from dreams are made
The precious and imperishable things
Whose loveliness lives on, and does not fade.

The local Young Women's Christian Association is usually glad to give generous support to the organization of such a club in the high school.

The program for Girl Reserves Club meeting held on October 23, 1924, in one high school is submitted below as typical of the character of the programs of this organization:

1. Opening Exercises. President presiding.
Club members rise and form line or triangle.
Slogan, purpose, code, pledge.
"Follow the Gleam."
Inspection: Hands, nails, clothing (for buttons off, etc.), shoes, etc.
Report given.
2. "What Makes a Girl Attractive?"
 - a. Her Appearance:
Dress, hair, hands, face, etc.
 - b. Her Friends:
The kind she chooses.
How they treat her.
Her attitude toward boys.

- c. Her Books:
 - The kind she likes.
 - The ideals she admires in them.
 - When she reads books.
- d. Her Home Life:
 - Her attitude toward and treatment of her father, mother, brothers, and sisters.
 - Her helpfulness at home.
 - Her disposition in the home.
- e. Her Amusements:
 - The kind she should enjoy.
 - How she enters into them.
- f. Her Hobby:
 - Every girl should have one: music, art, sewing, cooking, embroidering, etc.
 - Her leisure time made to count.
- g. Her Religious Life:
 - Sabbath School—Church member or not.
 - Christian Endeavor or Intermediate Society.
- h. Her Personality—"Inside Her":
 - Her spirit—the kind of girl she really is: honest, upright, just.
 - What the "Code" says she should be.
- 3. Discussion—Open to all girls.
- 4. Song—Adjournment.

The "Hi-Y" Club. The "Hi-Y" Club is a functioning organization in many American junior and senior high schools, backed by the Young Men's Christian Association. In Pennsylvania it has become a state-wide activity, and annual conferences of large subdivisions of the state are held in various cities, with the local clubs sending delegations to these meetings. The "Hi-Y"

Club is an organization formed to promote the ideals of the Young's Men's Christian Association among the boys of high school age. Its membership is open to every boy who displays an interest in its purpose.

As expressed in most of the declarations of purpose of "Hi-Y" Clubs in Pennsylvania, the aims of the movement are primarily to introduce and maintain ideals of clean speech, clean sportsmanship, clean scholarship, and clean living in the high school. This purpose is accomplished through an active program mapped out to cover the school year. Weekly meetings are held, usually at the supper hour, the boys gathering after school for social recreation until 5:30 or 6 o'clock, and then taking dinner together, usually in the Young Men's Christian Association. In most cases, this dinner is served at a very low rate, in the hope that no boys need feel any necessity for remaining outside the club on account of the cost. Following the dinner, the club, under the direction of its president, enjoys a number of songs or cheers for a few minutes. This part of the program bears a distinct flavor of "school spirit." In fact, it is one of the aims of the organization to develop the right kind of "school spirit," diffusing a wholesome enthusiasm throughout the entire student body.

After the songs, an outside speaker who knows how to talk to boys, be he business man, "Y" leader, college athlete, or preacher, is allowed fifteen or twenty minutes for the talk of the evening. Following this address, the boys adjourn. Numerous Bible Study classes are organized, and the students are urged to take part in these groups, which meet after the regular program. The entire meeting is closed in ample time for the boys to return to their homes before the evening is far advanced.

The motives of the "Hi-Y" Club are well illustrated by the following } "Declaration of Purpose":

As a "Hi-Y" Club member, I declare it to be my purpose:

1. To be faithful in attendance at club meetings.
2. To uphold the four planks of the "Hi-Y" platform: Clean Speech, Clean Sportsmanship, Clean Scholarship, Clean Living.
3. To carry the Torch of Service wherever I go.
4. In all ways and at all times to seek by my inward life and outward conduct—and through coöperative efforts with others—to create, maintain, and extend high standards of Christian character throughout the high school and the community in which I live. }

The application for membership in a certain high school "Hi-Y" Club states its purpose as follows:

I hereby declare that if accepted as a member, I will be faithful in attendance at the club meetings and will seek by my inward life and outward conduct (and through coöperative efforts with others) to create, maintain, and extend high standards of Christian character throughout our high school and the community in which I live.

Each year the "Hi-Y" Club is instrumental in conducting a "MUF" week in the high school or junior high school. This week is dedicated to "MUF," or, "Move Up Forward." Its aim is to give each boy in the school who will signify his willingness to coöperate a fifteen-minute (or longer) conference with some local business man of recognized standing, on any problem, moral or social, which the boy would like to discuss confidentially with such a person. The interview is designed to help the boy to determine his own duties, obligations, and conduct. Men are chosen for the interviews who may be depended upon to say something during the interview which will help the boy in some department of his own life. The "MUF" program has been successful in reaching hundreds of boys in every high school in which it has been tried. The students are "signed up" for conferences largely through the efforts of the members of the "Hi-Y" Club. It is probably the one outstanding contribution of the club to the school each year.

The Boy Leaders Club. This club is sponsored by the physical training teacher. Its membership is limited to boys with a ranking of A in physical education. Meetings are held once each week in the activity period. Its objective is to develop leadership, to create true "school spirit," and to serve others. The activities consist of special instruction designed to enable the members to assist in the direction of gymnasium classes, in the refereeing of games, in such special gymnasium work as tumbling and pyramid forming, and in the distribution and care of lockers and baskets during the games. The aim of the club members is to be active as leaders and "boosters" in connection with all athletic activities.

The Science Club. The Science Club is sponsored by science teachers. It is open to students in the ninth grade and has the following objectives:

1. To encourage general scientific knowledge.
2. To have every member take part in the meetings.
3. To encourage students to present scientific ideas or information in which they are especially interested.
4. To stimulate keener interest in the work of the regular science classes.

5. To help the students do better the things they will do anyway.
6. To create an enthusiasm for scientific learning among students and by students.
7. To develop initiative, self-reliance, and leadership in this field.
8. To appreciate the importance of science in the everyday life of every citizen.

The club activities consist mainly in discussions of scientific topics; reviews of current science; announcements of inventions, discoveries, and practices; and the use of scientific information found in magazines, newspapers, and scientific literature. Stereoptican slides and motion pictures giving interesting educational scientific information are widely used in the work of this club.

In addition to the usual club officers, this club has an officer known as a magazine buyer, whose duty it is to purchase, with money obtained for the purpose through a small assessment upon each member, the latest magazines on science as soon as they are published. A sergeant at arms sees that the magazines are kept in order, operates the stereoptican machine, attends to the window shades, and preserves order. A club editor places important news items about the

club and its activities in the school paper, and criticizes the English of the speakers. It is a successful club and usually attracts large numbers of students in the ninth grade.

The Valet Club. The Valet Club is sponsored by the teacher of household economy, and also meets weekly in the activities period. Membership is limited to twenty-five boys. The club objectives are as follows:

1. To encourage boys to take pride in personal neatness and appearance.
2. To promote thrift.
3. To take care of the small things in life.
4. To make the best of the things one has.

Here are some of its activities:

1. Freshening and making over old ties.
2. Mending sweaters.
3. Darning socks.
4. Sewing on buttons (*to stay*).
5. Pressing suits.
6. Removing spots.
7. Applying mending tissue and tailor's gum to patching
8. Washing, drying, and pressing trousers.
9. Mending frayed shirt cuffs.
10. Washing and ironing shirts.
11. Simple cooking.

The Pen and Ink Club. This club is organized as an aid to the publication of the school paper. Its purpose is to give elementary instruction in journalism and to create and maintain school interest and enthusiasm for the school paper. Its membership is composed of the staff of the paper, editors, reporters, copy readers, and any students who manifest a particular interest in this form of activity. The club maintains a high scholarship requirement for membership. Only those who maintain a grade of **B** (or better) are permitted to belong to the club.

It meets regularly each week in the activities period. Its activities consist mainly in supporting and planning the school paper; reviewing, correcting, censoring, and writing articles; discussing the policy and needs of the paper; preparing and planning the copy; and in taking care of details of every kind connected with its publication. Exchange papers from other institutions are studied, discussed, and read in the meetings.

The Journalistic Club. The purpose of the Journalistic Club is to encourage students who possess latent talent in the various phases of journalism to develop such talent. Reporters are appointed to cover all the activities of the school. A reporter is given a reporter's card

which admits him to the meeting to which he has been assigned. The reports are discussed in club meetings and, when corrected, are used for newspaper columns publishing the activities of the schools. The reporters eagerly watch these columns to see how much space has been given to their assignments.

Some members of the club write special articles for the monthly school paper or for the school annual. Others write poetry, draw cartoons, or make posters and illustrations for the club. Meetings are held weekly during the activity period. There is a short business meeting which gives practice in parliamentary law. Writers on local newspapers and others are invited to address the club.

A grade of B (or higher) in English is required of those elected to hold office in the club. The grade is required not only for the excellence it indicates in the field of English but also for the general ability it indicates on the part of the student as one qualified to carry on the duties of a club officer in addition to his classroom work. Membership in the club includes students above the grade of 9B. Dues amounting to twenty-five cents each semester are charged for the purpose of paying the transpor-

tation of outside speakers and subscribing to magazines on journalism.

Foreign Language Clubs. Students who are studying any of three languages, French, Spanish, or German, are eligible to membership in these clubs. Language teachers serve as sponsors. The clubs meet once each week in the regular activities period.

The purpose of these clubs is to create interest in a particular language and to afford an opportunity to use the language under the urge of a strong motive. The activities consist of a study of the life, characteristics, and customs of the people of the foreign country; informal conversation in the foreign language; preparation and execution of songs, games, and playlets; telling stories; and in living, writing, and speaking in terms of the language the students of the club are trying to learn. Such clubs should be required to direct part of their efforts toward preparing programs for the assemblies. Programs of this kind are invariably enjoyed by the student body.

Boys' and Girls' Glee Clubs. When the school is large enough to maintain two separate organizations, it should have a Boys' Glee Club and a Girls' Glee Club. There is an individuality of organization in separate glee clubs which is not

possible in a mixed glee club. Furthermore, the separation affords a chance for healthy rivalry. Membership in these organizations may range from twenty or thirty to more than one hundred. It should be determined by the student's ability to sing and his natural interest in such an organization. Music teachers usually sponsor these clubs, which meet each week in the regular activities period.

It is often advisable to substitute this activity for the usually required chorus work and allow the students one fourth of a credit for each semester's work. The principal activity of these clubs is directed toward a study of songs suited to male or female voices, with attention to tone quality, tempo, phrasing, and every detail tending to produce a finished production. Considerable attention is given to music appreciation and to celebrated song writers and their songs. Such organizations coöperate in the annual musical entertainment of the school. They also constitute dependable sources of entertainment at times when something is needed for the assembly program.

The Vocational Club. The Vocational Club is intended primarily for boys who are not readily interested in the usual academic, musical, cultural, and literary clubs. Membership is by

invitation of the sponsor, acting on the advice of the home-room adviser or the student counselor. The club meets once each week in the regular activities period. Its activities are mainly athletic and industrial in character. The boys are encouraged to supplement their usual shop projects with other things that may be made.

The members are given special assignments to the gymnasium and support their own athletic teams, competing with the other organizations and classes in the school. Anything considered a legitimate means of arousing interest and enthusiasm is undertaken by this club. Many lethargic, uninterested, time-killing boys have developed into good, industrious, loyal students through the instrumentality of this club. The sponsor should be an industrial teacher with some athletic proclivity, possessing, above all, a vast amount of sympathy.

Know Your City Clubs. These clubs were organized in the early days of the development of the junior high school as a sort of "filler in." They proved useful as activities for seventh-grade pupils, in particular. On the suggestion that each seventh-grade home room be organized as a "Know Your City Club," with the



SCIENCE CLUB

home-room teacher as sponsor, the director of activities planned a program and the plan was placed in effect. As a result of the success attending the experiment, "Know Your City Clubs" have taken their place as a regular part of the extra-curricular activities in some high schools. The clubs meet, as do the others, in the activities period, once each week.

The purpose of the clubs is to familiarize the students with their own city, acquainting them with its streets, parks, recreational centers, buildings, art galleries, museums, zoölogical and botanical gardens, industrial plants, historical landmarks, public buildings, church edifices, educational institutions, and plans for the future. This purpose is achieved through the medium of discussions, talks, excursions, and pictures. These clubs are especially adapted to the early years of the junior high school, and have a high educational value if properly sponsored and directed.

The Girls' Athletic Leaders Club. The objectives of this club are as follows:

1. To assist the instructor in physical education in the conduct of the practical phases of the physical education program.
2. To promote among the students the proper

mental attitude toward health and physical education.

3. To teach its members the fundamental importance of a rich physical foundation in any field of human endeavor.

Membership in the club is confined to girl students in the last three years of the senior high school. Any girl who receives the unanimous recommendation of her teachers, the approval of the membership committee, and who maintains a grade of B (or better) in physical education and D (or better) in other subjects (only one D permitted) throughout the previous semester, may be admitted to membership. She must maintain this scholarship standing as long as she holds membership in the club.

Meetings are held once each week in the activities period. The members are known by the general term "leader." A "leader" may be suspended or dropped from membership for unbecoming conduct or misdemeanors, or for failing to meet the scholarship requirements. The standard colors for this club may be the city's colors. The department of hygiene furnishes insignia for each member according to a standard design. One club is organized in each school.

Each year the members of the club elect three outstanding leaders who are recommended for a special medal awarded by the department of hygiene. For determining the "three superior leaders" a ballot is used on which various qualities are listed with a maximum number of points each, and the student checks the number of points to which he believes each candidate is entitled. These qualities, for example, may be listed as follows: Scholarship, 15 points; Good Spirit, 15 points; Executive Ability, 15 points; Initiative, 15 points; Neatness, 10 points; Exactness, 10 points; Responsibility, 10 points; Athletic Ability, 10 points; Total, 100. With this as a scale the student grades his own candidate on the ballot.

The activities of the club are mainly athletic, with some social functions. It aims to maintain high ideals and qualities of leadership for its leaders on the gymnasium floor, throughout the school, and even beyond the school.

The Girls' Athletic Leaders Clubs of the high schools are organized on a city-wide basis in an organization which functions through a Leaders Club Council composed of five members from each club. The council conducts a fall rally and a spring rally of all the Leaders Club members of the city, and in various ways pro-

vides for a definite band of union for the individual clubs of the city. These rallies afford an opportunity to present honor awards to superior leaders. As a wholesome influence in creating and maintaining the most desirable kind of school spirit, organizations of this kind ought to be found in every high school in the country.

The Boy Scout Club. The objectives of the Boy Scout Club are found in the statement of the Scout Oath and Scout Law and are as follows:

1. To do my duty to God and my country and obey the Scout Law.
2. To help each other at all times.
3. To keep myself physically strong, mentally awake, and morally straight.
4. To be trustworthy, loyal, helpful, friendly, courteous, obedient, thrifty, brave, clean, reverent, kind, and cheerful.

The club is a regularly organized Boy Scout Troop composed of boys who are regular members of the school organization. It meets every week in the activities period. New members are taught the Scout Law and the Scout Craft. Games of Scout type are played. The usual features of Scout activity, including week-end camping and participation in all Scout meets for which the boys are eligible, are carried out.

The members take part in such public functions as the Memorial Day parade, the Armistice Day parade, assemblies, and parents' meetings. Once each year the Scout ideals are presented before the school assembly, and once each semester a meeting of the parents is held. Contests are conducted with other Scout organizations in which prizes for special attainment are awarded, the fields of competition including first aid, signaling, making fire from friction, tent setting, swimming, and "good turn" records. The organization has a special appeal to boys of junior high school age. It is beyond the experimental stage and has proved itself worthy of a place in the extra-curricular program of every junior high school where proper sponsorship may be had. In addition to being a regular club activity of the school, it is recognized as a regular Boy Scout Troop and as such is affiliated with the regular Boy Scout organization of the city, town, or county.

The Senior Nature Study Club. Membership in the Senior Nature Study Club is confined to students in the tenth, eleventh, and twelfth grades. The club operates under its own constitution, providing for the usual officers, president, vice president, secretary, and treasurer. Committees are appointed by the president with

the approval of the sponsor to have charge of (a) program, (b) members, (c) transportation, and (d) special committees. The objectives of the club are as follows:

1. To study the lives of plants and animals.
2. To get out in the open and observe nature.
3. To secure a better understanding of life functions.
4. To inspire a love for nature: taking care of trees, birds, plants, and lawns.

The activities of the club take the following form:

1. Lectures by authorities on nature study.
2. Programs prepared by the members.
3. Field study of definite problems.
4. Trips to museums, observatories, and conservatories.
5. Trips to zoölogical gardens.
6. Book reports from members on certain phases of nature study.

The Senior Dramatic Club. This club is organized and officered by the students, as are the other clubs, with two faculty sponsors. Membership is limited to students of the tenth, eleventh, and twelfth grades. Fifty members (of both sexes) is established as the limit. Member-

ship is determined by oral testing. The organization includes a stage manager, stage crew, electrician, business manager, and reporter. The objectives of the club are as follows:

1. To encourage the dramatic interest which many students have and to give them an opportunity for self-expression.
2. To promote an appreciation of dramatic literature.
3. To study the drama as a means of interpreting life.
4. To play for the pure joy of playing.

These objectives are gained through weekly meetings; the presentation of plays and stunts; reviews of plays; and lessons in make-up, stage craft, and the fundamentals of public entertainments.

The Life Saving Club. This club meets during the activities period once each week either in the swimming pool for demonstration and practice, or in a regular classroom for theory. A definite course in life saving is given. The American Red Cross coöperates in giving the course and at its conclusion an opportunity is given the members to take the standard Red Cross test. The award to those successfully passing the test is a membership certificate in the Red

Cross Life Saving Corps, a swimming suit emblem, or an enameled pin. The objectives of the club are:

1. To urge upon others the importance of being careful while swimming or boating.
2. To learn methods by which those in peril of drowning may be rescued with the least possible risk to the rescuer.
3. To learn methods of inducing artificial respiration to persons overcome in the water.

The activities of the club in theory and practice are:

1. To be able to disrobe and swim one hundred yards in deep water.
2. Surface dive, recovering objects three times, and a ten-pound weight once.
3. Standard methods of carrying a drowning person in the water, also methods of breaking holds secured by the drowning person.
4. Knowledge of the Schaeffer method of resuscitation; a 200-word essay on the subject.
5. Endurance swim in street clothing; also carrying a subject.
6. Motionless floating, disrobing (street cloth-

ing) in deep water. Methods of lifting subjects into boat, out of pool, on to floats.

7. Oral quizzes on life saving.

The Live Wire Club. This club is organized in connection with the electrical shop of the school. It meets once each week in the activities period and aims to meet the needs of boys who have a special interest in electricity, giving them an opportunity to develop their initiative and, to a certain extent, to carry out their own ideas as to the design and construction of projects.

The work is carried on in a competitive way, with special attention to neatness and accuracy. Such a club may choose, for example, bell-ringing transformers for its semester project. Each boy makes his own working sketch from a model and procures his own material. Wireless apparatus, radios, and various other interesting electrical studies make suitable subjects for this club to work on.

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CHAPTER IV

STUDENT PARTICIPATION IN HIGH SCHOOL CONTROL

This part of the extra-curricular program has been variously referred to as "Student Self-Government," the "Junior Civic League," "Student Welfare League," "School Service Club," "School Senate," etc. None of these terms fully describe the idea behind this part of the extra-curricular program. "Student Self-Government Organization" as a name has never been satisfactory. The term applied in the heading of this chapter seems most nearly to fit the idea schools are seeking to put into practice at the present time.

Underlying Principles. The following educational principles have been more or less generally accepted and are particularly apropos in connection with a discussion of this subject:

1. Man learns to do by doing.
2. Education comes from within.
3. The period of adolescence is particularly

favorable to the development of self-government because of the prominence of the characteristics of gregariousness, altruism, and restiveness under restraint.

4. Since the nature of man is fundamentally social, his highest development can only be obtained through coöperative activities.
5. To train for democracy, the school must be a democracy.

Just as children learn to write by writing and learn to read by reading, so they learn the principles of government by assuming responsibility and actually practicing citizenship in coöperative activities within the school. One of the richest veins in all education has been tapped in recent years by the recognition of these principles. If students are later to live the lives membership in the American democracy expects, provision must be made for them to live such lives within the school.

The High School and Democracy. The first and perhaps the most important activity in the whole school program is student participation in the government of the school. In the final analysis, it is citizenship which is the first aim of the high school.

In a circular recently sent out by the State

Department of Education of the state of Pennsylvania dealing with the subject of student and faculty activities the following statement appeared:

The success of our democratic government and social order depends upon the intelligence, the conscience, and the skill with which the great mass of our people attack our political, social, and economical problems. The public high school is the one institution through which society can most directly and purposefully attack the problems of developing the intelligence, the conscience, and the skill essential to successful democracy. It is owned and run by society; it is open on equal terms to all the children of all the people; it has under its daily influence the group from which will come nearly all the leaders of thought and sentiment in the coming generations; and perhaps most important of all it has them at the time when they are more responsive to social appeals than at any other period of their lives. Clearly the first duty of the high school is to make its charges intelligent concerning the history, the philosophy, and the problems of democracy. It must enlist the personal devotion of our young people to the welfare of democracy at once, by showing them how inextricably their own happiness is involved in this welfare, and by appealing to their idealism, dominant in adolescence as in no other period.

As the enacting clause of its instruction and of its emotional and ethical appeals, it must train in those skills that shall make the knowledge and devotion dynamic in producing a better democratic social order. The high school has an unparalleled opportunity to develop these skills. Its problems are real, not make-believe; the welfare of the group depends upon coöper-

ation and demands the subordination of individual to group interests; the responsibility and authority of the groups must be delegated to leaders; indeed, the success of the school depends upon a high standard of intelligence, conscience, and skill in solving the problems of the school community.

If good citizenship is the product of proper knowledge, right ideals, and correct habits, and if it consists of being able and desirous of playing one's full part in the coöperative activities of one's community, state and nation, then it is obvious that education for such citizenship must aim at creating social intelligence in citizens, on the one hand, and at increasing coöperation to a maximum, on the other hand.

Immediate Aims. One of the immediate aims of student participation in the government of the school is the teaching and practice of self-control. The Latimer Junior High School of Pittsburgh, appreciating this truth, keeps this motto prominently before its students at all times: "Do it because it is right." As the basis of achievement, self-control is the very beginning of right discipline.

Closely related is the aim of self-reliance. Every student must be led to see that he is an important and integral part of the school community, and that the school community will be just as good as he helps to make it. He must learn that to do the right thing he must rely on himself.

In former years the teacher sought to control his pupils. The modern aim is to have the pupils control themselves. But this can happen only when the teacher gives abundant opportunity for free choice. Now is the time of life in which the students are peculiarly affected by a craving for freedom, self-reliance, and the chance to show what they can do by themselves.

A third aim is the recognition and encouragement which student participation gives to initiative. A student-government organization affords every opportunity for such encouragement. Every chance is given for the boy or girl actually to participate in the management of the school. An attitude which welcomes suggestions from the students ought to be a part of the plan and, whenever possible, the students should be given an opportunity to try out their own methods to see whether or not they will function in practice. They should see for themselves. Such activity is perhaps the best developer there is of initiative. There are plenty of school experiences, exigencies, and difficulties to test this ability fully.

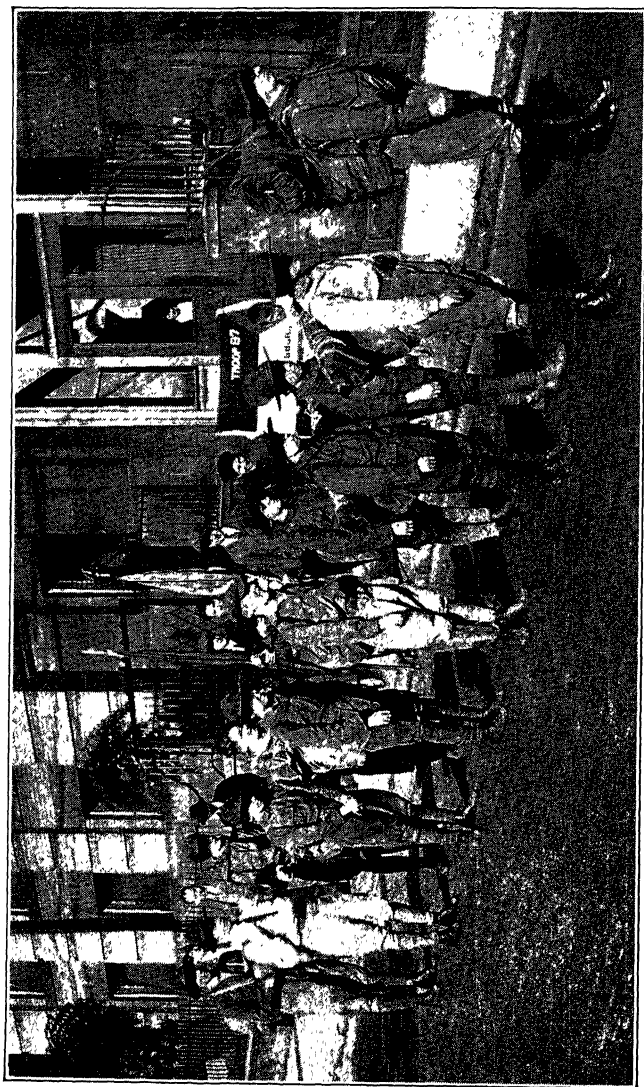
A fourth aim is the discovery and development of leadership. In student participation lies a chance that this much-sought and rare human quality may be discovered, detected, and

developed. Consideration of this as an aim suggests several questions:

1. Do we need leaders?
2. What should the schools do about developing leaders?
3. Should they select the superior minds and train them for leadership?
4. What studies contribute most to developing leadership?
5. What experiences contribute most?
6. Are leaders born, or can leadership be developed?
7. What are the essentials of leadership?

Surely there is no greater need in the American democracy today than a diversified and balanced leadership. The best thing the schools can do about developing leaders is to furnish the opportunity. If fundamentals are well established in the mind of a boy or girl, if the pupils have good character and are given the opportunity to do things, if they can be encouraged to broaden their school work so as to include participation in the different school activities, there is no doubt but that qualities of leadership will be developed.

The surest way to develop leadership in students is to place responsibility upon them and



JUNIOR HIGH SCHOOL BOY SCOUT TROOP

then guide and direct their efforts. Qualities of leadership are adaptability; quick, clear thinking; initiative; integrity; self-confidence; broad vision; tact; good judgment; willingness to work; unselfishness; imagination; faith; courage; and enthusiasm.

Teachers should be on the lookout for these qualities. Embryo leaders may thus be discovered, and the opportunity offered for developing them. Leaders do not necessarily come from among those with the highest "I. Q.'s." They sometimes come from the most unsuspected sources. They are not necessarily born leaders. They must, of course, be endowed with a certain mental equipment, but education and practice will contribute more than a small share in training leaders. The question of leadership is a big one, and in this connection more than a brief consideration cannot be attempted.

The fifth aim is the establishment of opportunity for coöperation. One of the primary necessities in preparation for democratic life is worthy coöperation. There is something woefully lacking in a citizenship which does no more than obey the law and refrain from infringement upon the rights of others.

In too many schools the aim encouraged by the actual conduct of the work is of a type which

lays major stress upon "looking out all the time for number one." Right thinking can no longer conceive of democracy as mainly a matter of everyone for himself within the limits of the law. That conception is altogether too common. Dr. Dewey has pointed out that this conception is symbolized by the very equipment of the ordinary classroom:

Each pupil sits by himself at a desk, which is fastened immovably to its place. Each occupies his own little island, from which as a general rule communication with all other islands is forbidden. This rigid separation typifies the importance attached to the virtues of non-interference. The class acts as a group only in obedience to orders from headquarters. This method overlooks the fact that while even in a democracy orders must be obeyed, the rules are not decreed by an autocrat but are willed by the group itself. Responsibility for the success or failure in the execution rests with those who not only obey the orders but make them.

A school of any reasonable size furnishes ample opportunity for coöperative effort. The writer visited a high school in another city recently, and the first thing to attract his attention upon entering the door of the building was a motto reading as follows: "We work in coöperation." Within a very few minutes it was apparent that this motto was a functioning, vital force in that school among all: administrators, faculty, and student body.

A sixth aim is the establishment of high ideals of citizenship. Participation of students in their school government does more than train for citizenship in the narrow sense. It is an effective solution of many of the student problems arising in every school. The opportunity for active participation in social and local political problems thus afforded furnishes an outlet for that exuberant activity of youth so likely to express itself in unworthy forms when no legitimate outlets are provided. Propensity for secret societies, social cliques, and such undesirable by-products of the usual system of school control is simply the self-directed expression of the student's social proclivities.

Student participation develops the student personally. It fosters democracy, fair play, unselfish service, consideration for the rights of others, and respect for the law of the social group. It cannot be too strongly emphasized that the purpose of democratic student coöperation in school control is neither merely discipline nor better management of details. In this there is scant evidence that democracy is more efficient than is despotism at its best. The advantages of democracy are largely spiritual, and the beneficent results of democratic school administration are to be found in habits of thought,

feeling, and action, rather than in mere conformity to rules. However efficient its organization and its instruction in mere subject matter, the American high school fails in its most important function if it fails to develop the qualities of good democratic citizenship. High ideals of citizenship should be kept prominently before the students all the time. In one junior high school the following poster is found in a prominent place in every classroom:

IDEALS FOR WHICH EACH ASPIRANT FOR CITIZENSHIP
SHOULD STRIVE

1. Qualities that make for true citizenship:

High sense of honor.

Fairness.

Helpfulness.

Politeness.

Tact.

Doing of right because it is right.

2. Initiative, that is, resourcefulness, enthusiasm, and leadership shown in voluntary service for the school.

3. Passing grades in all subjects, resulting from earnest effort.

4. Growth in self-control, consideration for the rights of others, and a sense of civic responsibility.

The seventh aim is a little more general in character. It is that more or less indefinite something popularly called school spirit. School spirit is essentially a disposition of mind on the

part of students which holds dear the ideals of the school.

As a vital means of developing school spirit, student government holds a rare place. There should be no mistake about the value of school spirit as a moving force. It may be developed to such an extent that its force is felt throughout the school and even beyond the school—in the community. This is of real value to the community as well as the school, because in the final analysis there is only the difference of contact between school spirit and community spirit. School-spirit activity is simply practice training for a virile and efficient citizenship.

Other aims which might be developed in this discussion are:

EIGHTH: Ability to see the other side of a question.

NINTH: Sense of personal and group responsibility.

TENTH: Respect for law and order, or sense of distinction between liberty and license.

CHAPTER V

STUDENT PARTICIPATION IN HIGH SCHOOL CONTROL (*Continued*)

Elements of Success. Student-government organizations are not new. Many plans have been tried throughout the country with varying degrees of success. Many efforts along this line have been complete failures. The reason for such failures may often be traced to the fact that the organizations were adopted as disciplinary measures. Better discipline undoubtedly comes as a by-product of student participation in school control but it ought not to be the primary purpose of the organization. Let it be kept constantly in mind that the primary purpose of such an organization is training in junior citizenship. If student participation in high school control is to be successful, certain fundamental points must be kept in mind.

In the first place there must be a realization of the need for such an organization by both faculty members and pupils. Before putting a student-government organization into effect in

a certain high school, the writer appointed a committee of faculty members, with an enthusiastic chairman, to make a complete study of the whole question. The committee was instructed to make a complete and formal report to the entire faculty by the close of the first semester. The members had almost five months to study the question and make the report. When it was finally ready, it was submitted to the faculty and an opportunity for discussion allowed. The discussion was thorough and democratic, and several changes were suggested. Then it was put to a vote and adopted unanimously by the faculty of seventy-two members. It was understood that the plan should be given a fair trial and that during the trial the group should give it undivided support. When the matter was submitted to the students in their home rooms, it easily gained adoption. It has been the experience of many, more than once, that faculty members have often stood in the way of progress, not the students. Faculty support, enthusiastic and hearty, must be given to any plan for student participation, or it will be doomed to failure. Secondly, teachers and students must be thoroughly familiar with the plan before it is put into effect. The way for its adoption and operation must be prepared.

It is possible to accomplish this largely in the activities period, through class or home-room discussion.

In the third place, student participation in government should be introduced gradually. It is not wise to try to put all of such a plan as is described in this volume into effect at once.

A fourth point to be borne in mind is that a plan to be successful must be a simple one, adapted to local needs. No one has a patent on any one plan. One suited to the needs of a junior high school ought perhaps to be considerably altered to suit a senior high school or a junior-senior high school. Similarly, the best plan ever devised for a large high school might have to be modified to meet the needs of a small high school.

In the fifth place, there must be constant, invisible supervision. It is because of a lack of this element that many plans fail to accomplish results. Every member of the teaching staff must be alert to see that things run smoothly. It is the business of faculty members to act in this connection as guidance directors. They should be careful, however, not to interfere with or destroy initiative. Students should never be allowed to get the idea that the principal and faculty are not the final authority in the school. Legally constituted authority must

be clearly understood to reside in them under all circumstances.

Since the author may be misunderstood in relation to this fifth point, it might be well to call the attention of the reader to the fact that invisible supervision means that these junior citizens are likely to need sympathy and help all along the line. It does not mean a constant interference with the freedom of the students in the matter of working out their plans, but it does mean an alertness to detect weakness and failure and a ready response in giving suggestions and helpful direction. Too many high school principals in former days were too ready to turn the control and discipline of the school over entirely to the student body with inevitable failure as the result.

This attitude is in no way contrary to the spirit of democracy and freedom of action advocated by the author. Junior citizens in either a junior or senior high school are not ready for self-government any more than the inhabitants of the Philippine Islands were ready for self-government when the United States assumed control. They need guidance and direction in their activities but should be given plenty of opportunity to practice citizenship with the minimum of help needed to assure success.

In pursuance of this thought it might be stated that when absolute veto power is advocated for the principal it does not mean that he is going to stand in the way of suggestions from the student body but it does mean that his approval must be secured before new policies can become effective. No one would assume that these junior citizens could pass measures over the veto of the principal.

As a sixth point the necessity of avoiding any conception of student participation in government as a disciplinary device might be mentioned. This has already been noted, but it needs to be emphasized.

In the seventh place, there must be direct responsibility in the supervision and direction of the Student-Government Organization. An organization such as this will not run itself. Unless the school is small, it is necessary that the principal appoint a faculty member to supervise the work of the organization. In a school with an enrollment of eighteen hundred, the writer found it advisable to place the supervision of the organization in the hands of a person devoting half time to the task. This meant that the teacher appointed gave one half of every day to supervision.

The size of the school, the nature of the Stu-

dent-Government Organization adopted, and the resourcefulness of the principal in the matter of getting the school board to supply an adequate teaching force are the determining factors in this point. The main thing to keep in mind is that some one will have to be constantly directing the organization if it is to succeed.

Form of Organization. The constitution of the Student-Government Organization of the Latimer Junior High School of Pittsburgh is here given:

LATIMER JUNIOR HIGH SCHOOL
Pittsburgh, Pa.

CONSTITUTION OF THE STUDENT-GOVERNMENT
ORGANIZATION

ARTICLE I. NAME

The name of this organization shall be the Student-Government Organization of Latimer Junior High School.

ARTICLE II. OBJECT

The object of this organization is to develop in the student the power of self-government by teaching him through active participation in school government his responsibilities and duties to his fellow students and school, and thus to secure the training necessary later for a good citizen.

ARTICLE III. FORM OF ORGANIZATION

The Student-Government Organization of Latimer Junior High School shall consist of report-class units and a Student Council.

ARTICLE IV. REPORT-CLASS ORGANIZATION

A. Each report class shall be organized as a unit with the following officers:

1. Class representative.
2. Associative representative.
3. Secretary-treasurer.

(It is recommended that in mixed classes when the class representative is a boy, the associate representative be a girl, and *vice versa*.)

B. Each report class shall be organized by the third week of each semester.

C. Nominations for each office shall be made by the students and submitted to the faculty for approval. These names must be submitted to the office at least three days before the election day.

D. All elections shall be by ballot.

E. The term of office shall be for one semester, although the officers are eligible for reelection.

F. Class meetings shall be held every Tuesday of the month during the activities period.

G. In case of removal or resignation of the class representative the associate representative shall become class representative and this vacancy shall be filled by election by ballot.

ARTICLE V. DUTIES OF OFFICERS OF REPORT CLASSES

A. Class representative

1. The class representative shall have charge of the room in the absence of the teacher.

2. He shall conduct class meetings.

3. He shall report to the report teacher and lay before the members of the class at class meetings the names of students whose work is unsatisfactory, or whose conduct is detrimental to the best interests of the school.

4. He shall conduct his class to assembly and be responsible for the seating and conduct there.

5. He shall be the chief booster for drives.

6. He shall appoint, with the advice of the report teacher, any necessary committees to assist him in class activities.

B. Associate representative

1. He shall act as class representative in the absence of the regular class officer.

2. He shall be the Health Official of his report class. It shall be his aim and purpose to arouse and stimulate interest for better health and health habits in his room:

a. By aiding all students in the formation of good health habits.

b. By assisting the teacher in having healthful conditions in the room.

c. By standing for clean habits, clean speech, and clean sports.

3. He shall appoint any necessary assistants.

C. Secretary-treasurer

1. He shall keep the minutes of the regular class meetings in a book provided for that purpose.

2. He shall act in place of the class representative in the absence of the class and associate representative.

3. He shall be responsible for the collection of any necessary money.

4. He shall be a student member of the Social Committee of the school.

ARTICLE VI. STUDENT-COUNCIL ORGANIZATION

A. The Student Council shall be composed:

1. Of the class representatives.

2. Of a teacher elected by the faculty.

3. Of one teacher appointed by the principal.

B. The officers of the Student Council shall be a president, a vice president, and a secretary.

C. The officers who, with the exception of the secretary, must be members of the ninth-year classes, shall be elected by the members of the Student Council who vote as instructed by their respective report classes.

D. Elections shall be by ballot.

E. Officers may be reelected.

F. Vacancies shall be filled by election in the manner prescribed for first election.

G. The Student Council shall meet regularly the first and third Mondays of each month in the activities period.

ARTICLE VII. DUTIES OF OFFICERS OF THE STUDENT COUNCIL

A. President

1. The president is the school leader and shall have within his province all matters which concern the welfare and honor of the school.

2. He shall preside at meetings of the Student Council, and shall present to the council matters of school interest.

3. He shall assist and may preside at assembly meetings.

4. He shall assist in maintaining the general discipline in the school by appointing under the direction of the adviser the following squads:

- a. The Assembly Squad
- b. The Patrol Squad
- c. The Sanitation Squad
- d. The Lunch Room Squad
- e. The Ushers Squad.

5. He shall have power to call special meetings of the Student Council.

B. Vice president

1. The vice president shall be ready at all times to act as president in the absence of the president. In the event of the removal or resignation of the president he shall become president.

2. He shall be president of the Health Club and as such be chairman of the School Sanitation Squad.

C. Secretary

1. The secretary shall keep the minutes of the Student Council meetings.

2. He shall attend to and keep record of all written correspondence of the Student Council.

3. He shall notify members of the Student Council in case of a special meeting.

D. The teacher member of the Student Council appointed by the principal shall be the adviser and guide of the Student Council and shall be responsible to the principal for the carrying out of the plans of the Student-Government Organization.

E. The teacher member of the Student Council elected by the faculty shall be an adviser and assistant to the teacher member appointed by the principal.

ARTICLE VIII. DUTIES OF THE STUDENT COUNCIL

1. The Student Council is the representative body of the school, consisting as it does of students approved by the faculty and elected by fellow students. Its chief duty is to set before the student body the ideals of good citizenship not in words only but in deeds.

2. The Student Council is the lawmaking body of the organization.

3. A majority vote is necessary for the passage of a law.

4. The members, individually, shall be responsible to the Council for the good citizenship of the members of their report classes.

5. It shall elect five representatives to the Junior Civic Club of Allegheny County who will be admitted to the meetings of the Civic Club of Allegheny County

and who shall render reports to the Student Council of such meetings.

ARTICLE IX. DUTIES OF THE SQUADS

A. The Assembly Squad

1. The Assembly Squad shall consist of sixteen members appointed by the president of the Student Council to serve during efficient service.

2. After appointment, the squad shall organize with a chairman as head. The chairman shall divide the squad into two sections, one to have charge of the 8thA and 9th grades assembly, the other of the 7th and 8B grades.

3. The Assembly Squad shall have charge of the seating of classes, of guests, and of the general discipline of the assembly period.

4. They should make recommendations to the Student Council of such matters as in their judgment would make for better order in assembly.

B. The Patrol Squad

1. The Patrol Squad shall be appointed by the president from names submitted on applications signed by the report teacher and three other teachers.

2. The Patrol Squad shall have charge of the halls during change of classes, the directing of traffic and censoring of students, and shall have the power to send to the Student Council adviser any student whose conduct is detrimental to the welfare of other students.

3. They shall be organized under a chairman as head, and subject to the approval of the president and the Student Council adviser, may make any regulations and recommendations necessary to the performance of their duties.

C. The Sanitation Squad

1. The Sanitation Squad shall be appointed by the vice president from the membership of the Health Club.

2. They shall supervise the condition of the halls, such toilets as are accessible from the halls, the condition of the pavements and streets around the building and shall make recommendations to the Student Council concerning the cleanliness of these places.

D. The Lunch Room Squad

1. The Lunch Room Squad shall consist of one member called monitor from each recitation and study class held during the third recitation period, and of students appointed by the president to exercise supervisory power over the entire Lunch Room.

2. The monitor shall conduct his class to the lunch room, have charge of seating, see that each member of his class remains in the lunch room the prescribed ten minutes and that each member gathers up his dishes, waste paper, and garbage and puts them in the appointed places.

3. The Lunch Room Squad shall coöperate with the Sanitation Squad.

E. The Ushers Squad

1. The Ushers Squad shall be appointed by the president and the adviser of the Student Council.

2. They shall be eight in number: four boys and four girls.

3. They shall be the official guides of the school and shall be subject to call from the office at any time.

4. Since they are the connecting link between our school and visitors, they must be familiar with the work of different departments and with the aims of our Junior High School, so that they may answer questions intelligently.

5. They shall guide visitors through the school, introducing them to the various teachers and providing

tor shall elect to remain in a particular department or room.

F. All members of squads shall wear appropriate badges while on duty.

ARTICLE X. DUTIES OF STUDENTS

A. Each student is expected so to conduct himself that a minimum of control from outside is necessary.

B. The good student should be honest, loyal, courteous, and cheerful.

C. He wastes neither time, materials, nor opportunities.

D. He stands for clean speech and clean habits, and associates with clean companions.

E. The good student coöperates. No matter what his individual feelings are he is willing to work for the greatest good of the greatest number.

F. He respects the badge of authority.

ARTICLE XI. AMENDMENTS

Amendments may be made to this constitution by a two-thirds' vote of the Student Council followed by the submission of the amendment to the report-class organizations. If the amendment receives the approval of the majority of the report-class organization, it becomes a part of the constitution.

ARTICLE XII. THE PRINCIPAL'S POWER

The principal is *ex officio* a member of the Student Council and has absolute veto power on all action taken by the Student Council.

ARTICLE XIII. CLUBS

A. Since students have many normal interests not directly connected with the activities of the various classes there may be organized clubs which shall meet accord-

ing to schedule on a regularly appointed day, preferably in the activities period.

B. Each club shall have a teacher for an adviser.

C. Each club shall draw up a constitution setting forth its aims and purposes and shall deposit a copy of such constitution with the principal.

ARTICLE XIV. SOCIAL LIFE

A. All classes or clubs desiring to hold a function in the school shall present to the chairman of the Faculty Committee on Social Activities at least two weeks before the date of the party a written request stating the nature of the party, the time, the place, and the name of the teacher who has consented to act as chaperon.

B. At least one member of the faculty is to be chosen as chaperon for the party. This member is to be considered in the light of host or hostess of the function and his or her wishes are to be consulted and respected.

C. The class or club is free to choose its own guests, but it is understood that invitations shall be limited to members of the school.

D. The amusements of the party shall be such as will include the entire group and insure the entertainment of all.

E. If the party is held in the evening, it should be arranged as far as possible so as to fall on a Friday or the evening before a holiday.

F. The closing hour is 10 o'clock. The building must be cleared by 10:30.

G. A report of the affair is to be made on a blank provided for that purpose. The report is to be presented to the chairman of the Committee on Social Activities on the day immediately following the party.

In the past four years this constitution has

the distinctive features of the institution. The students have learned lessons about the selection of their officers which should, within a few years, prove valuable to them as they go about the selection of their officers in local, state, and national elections. The pupils are given practically a free hand in the election of their officers, since it is recognized that this is a part of their education. Qualifications for office are freely discussed before the nominations are made. In most instances, it may be said, the students make wise and acceptable choices.

One notable exception to this in the writer's experience is worth mentioning as illustrating the point that this type of activity is training in citizenship. A boy had been nominated for vice president of the Student Council because of his athletic prowess and not because he had real qualifications for the office. Some of the members of the faculty thought that his name should be withdrawn, but the principal took the position that the situation presented a fine opportunity for training in junior citizenship.

The boy's name was permitted to go on the ballot and he was elected. It was customary to have the officers preside at all assembly meetings. The principal arranged to have the newly elected vice president preside at the next as-

sembly. His duties were to read the morning lesson from the Holy Writ, lead his fellow students in the Lord's Prayer, make all announcements, and have charge of the assembly program. It is needless to say that the operation was so painful to both the new vice president and his fellow students that through his own initiative his resignation was forthcoming and a new vice president replaced him. The incident served as one of the most forceful lessons in democracy the writer has ever observed. The students are permitted to conduct a two- or three-day election campaign preliminary to the election. This is another opportunity to train in citizenship. Speech making, poster advertising, and even personal solicitation are included in the program. This gives an opportunity to train students in fair dealing through correct representation of the facts. That there is plenty of need for such training is only too clearly seen outside of the walls of school buildings. If all high schools in America were training in junior citizenship, it would not be too much to predict that it would not be long before there would be a changed situation in a great deal of politics outside of the schools.

The Student Council. The Student Council, as outlined in the foregoing constitution, is a worth-

while organization. It is conducted on a basis of high standards. In its meetings, which are held during the activities period, questions of all kinds dealing with the welfare of the school are discussed and acted upon. The writer has found this part of the student organization most helpful, and has received from it many suggestions for the welfare of the school which proved to be practical in every way. It has a marked influence in the school, doing just what the wording of the constitution suggests. It sets before the student body the ideals of good citizenship in deeds as well as words. The officers are leaders in fact as well as in name and are given prominent recognition on many occasions. Through their work in presiding at assemblies, and through personal contacts with every part of the organization, they become helpful and useful individuals in the school. The director of the Student-Government Organization is a member of the Student Council, and acts as its adviser. The principal is an *ex-officio* member.

Report-Class or Home-Room Organization. As stated before, this is the heart of the extra-curricular program and the Student-Government Organization. It is this unit of organization through which the Student Council largely functions. The home room is represented in council,

and receives a complete report of the activities of that body through this representative. It effects a community spirit among its members. Through the home room the individual student is reached most easily, a feature which has been described along with others in a previous chapter.

The Assembly Squad. The members of the Assembly Squad have charge of the seating of the classes and guests. They attend to the ventilation of the assembly room. They darken the room when the stereopticon or motion-picture machine is to be used and are the "stage hands." When evening meetings or entertainments are held, the sale or distribution of tickets, ushering, and other arrangements are taken care of by this squad.

The Patrol Squad. The Patrol Squad has charge of traffic in the halls during the change of classes. Stationed at strategic points throughout the halls of the entire building, they control the movements of the students and have the authority to report cases of traffic disobedience or bad conduct to the principal or director of the Student-Government Organization. The respect shown these traffic officers by their fellow students has on more than one occasion been a source of amazement to the writer. Obe-

dience to these officers has been rendered with much greater willingness than was ever experienced under the old plan of faculty supervision of room changes. Members of the squad are appointed by the president of the Student Council, with the consent of the principal or director of the Student-Government Organization. In order to give a larger number of students an opportunity to serve, the officers are changed frequently. As students are always anxious to serve on the Patrol Squad, there is a constant waiting list of those personally applying for the service. This plan is particularly adapted to the junior high school age. As a mark of distinction, the members of the squad wear a blue band on their arms, with the letter "P" inscribed thereon.

The Sanitation Squad. The members of the Sanitation Squad are appointed by the vice president with the consent of the Student-Government Organization and work under his direction. It is their business to see that the halls are clean, that toilets are in proper condition, that the pavements around the building are free from paper and refuse, and that the school building generally is kept clean in every feature about which there is any student responsibility. Through the efforts of this squad it becomes a

matter of school pride that no waste paper or litter can ever be found on any floor in the building.

The Lunch Room Squad. The members of the Lunch Room Squad are known as monitors. Each room has at least one monitor. It is the duty of the monitor to conduct his class each day at the lunch period to an assigned table, attend to the seating and conduct of his group, and be responsible for the neatness and cleanliness of the table and the floor underneath and near it. His responsibility includes the return of all dishes and the placing of refuse in the receptacles provided for this purpose.

In addition to these monitors, two or three older students are appointed to act as supervisors in the lunch room. The only member of the faculty who has any duties in connection with the plan is the director of the Student-Government Organization. After the first ten minutes of the period, the students are allowed perfect freedom on the lunch-room floor of the building. Some dance, some study, some stand about in conversational groups, and others go outdoors for the remainder of the period. Order under the plan is better than it had been before when, under the faculty system, three or four faculty members were charged with the responsibility

of maintaining order in the lunch room. It becomes a student lunch room, and the students take pride in keeping it orderly and clean. On more than one occasion the writer has been gratified in conducting visitors through the lunch room at the close of the third lunch period, after more than eighteen hundred students had eaten, to illustrate the cleanliness insisted upon by the students themselves. Refuse, paper, or litter of any kind is rarely found on the floor even at the close of this period.

The Ushers Squad. The members of this squad are appointed by the president of the Student Council with the approval of the principal. Composed of selected students this squad renders service in various ways, subject to the call of the principal's office. The squad members conduct visitors around the school, introducing them to the teachers and explaining the work of the departments. They are familiar with the school's aims and are able to answer intelligently the questions of visitors. They respond, as children always do when given responsibility, with a full measure of efficiency.

A careful analysis of the constitution described will show that every officer of every unit in the plan is given a definite assignment. The

associate representatives, for example, who are to act in the capacity of representatives when the regular representatives are absent, act as the health officials of the home rooms. They are members of the Health Club, one of the active organizations in the school. The secretary-treasurer of the home room serves also as a member of the Student Social Committee, in charge of school-wide social activities. It must be borne in mind, of course, that the constitution under which this organization operates was designed for a large junior high school with a large and varied student body. It may be easily simplified, however, to meet the needs of the smaller school.

The writer has gone into detailed explanation of the above plan because of a close familiarity with its operation. The following plans are offered to show the variations possible in working out student-government forms of organization. The La Junta Junior High School, La Junta, Colorado, drew up the following constitution for its student coöperative organization. The constitution, which was submitted to the writer in his class at Colorado State Teachers College, is presented without comment to show other possible features:

CONSTITUTION OF THE LA JUNTA JUNIOR HIGH
SCHOOL STUDENT ASSOCIATION

La Junta, Col.

We, the students of La Junta Junior High School, desiring to show more respect for our flag and school, to improve in scholarship, punctuality, and conduct, wish to establish this constitution for the La Junta Junior High School Student Association.

ARTICLE I

The name of this organization shall be the La Junta Junior High School Student Association.

ARTICLE II

All students and teachers of La Junta Junior High shall be active members of this association. The superintendent of the La Junta schools shall be an honorary member.

ARTICLE III

SECTION 1. The officers of this association shall be a president, vice president, secretary, treasurer, auditor (faculty), and yell leaders.

SECTION 2. All officers shall be elected by ballot at the last regular meeting of each semester and shall serve for one semester. Officers may be reelected at the pleasure of the students.

SECTION 3. The president shall preside over all special and regular meetings of the association; shall be *ex-officio* member of all committees; shall have power to veto acts of the council, and shall enforce the constitution.

The vice president shall be chairman of the council and act for the president during his absence.

The secretary shall keep and be prepared to read the minutes of all meetings of the association and council.

He shall post on the bulletin boards information concerning the association, and shall assist in carrying out the constitution.

The treasurer shall act as president during the absence of both the president and vice president. He shall collect all dues, care for all money, sign all checks, and keep an itemized record of the same. The auditor shall oversee the work of the secretary and treasurer, and with the president and treasurer shall sign all checks.

The yell leaders shall be two boys who shall lead all yells and otherwise keep up the "pep" of the school.

ARTICLE IV

Regular meetings of the association shall be held the third period of each Friday. Special meetings may be called by the president or council. The council shall meet every second Wednesday on call of the vice president or a majority of the council.

ARTICLE V

SECTION 1. The Standing Committees of the La Junta Junior High School Student Association shall be Flower, Awards, Entertainment.

SECTION 2. All standing committees shall consist of four pupils and one teacher, and shall be elected by the council and responsible to that body.

SECTION 3. The Flower Committee shall visit and send flowers to the sick under such rules as the committee may adopt.

The Awards Committee shall award all letters, banners, badges, or other awards given in the name of the association.

The Entertainment Committee shall provide for entertainment and have charge of all school parties.

ARTICLE VI

SECTION 1. The governing body of this association shall be the council, made up of a boy and girl representative from each room, two teachers elected by the association, the principal, and the superintendent. The council shall serve one semester.

SECTION 2. The council shall control and supervise an award system whereby meritorious work, other than athletics, may be properly rewarded, as showing the ideals of the La Junta Junior High School Student Association. The council shall have control of all financial enterprises and authorize all expenditures in accordance with the regulations of the principal.

The council shall have control over all school activities not especially mentioned in this constitution.

The council shall report to the association at each regular meeting of that body.

ARTICLE VII

Amendments may be proposed by any member of the association. They must then be presented to the council and if passed by that body by a two-thirds vote, will be posted on the room bulletin boards for one week. The amendment is then voted upon by the association, a three-fourths vote being necessary to passage.

BY-LAWS

ARTICLE I

The colors of the La Junta Junior High School Student Association shall be purple and white.

ARTICLE II

The motto of the La Junta Junior High School Student Association shall be "Students Loyal."

ARTICLE III

The flower of the La Junta Junior High School Student Association shall be the lilac.

ARTICLE IV

The home rooms of the La Junta Junior High shall organize each semester before the first regular council meeting. It shall be the duty of each room to elect their representatives to the council and assist, in every way possible, the plans proposed by the council and the association.

ARTICLE V

Dues for the association shall be 25 cents a semester, payable to the treasurer before the second regular meeting of the association.

ARTICLE VI

The treasurer shall make no expenditures except upon vote of the council and order of the president and auditor.

ARTICLE VII

It shall be the duty of the council to support the accredited clubs of the school and to grant permission for the organization of the new clubs upon the presentation of a satisfactory plan of organization. The present accredited clubs are the Drama Club and the Girls' Glee Club.

ARTICLE VIII

All acts of the council must be submitted to the president for approval or veto. In case he approves, the act immediately becomes effective. If he vetoes, the council may pass the act over his veto by a two-thirds

vote, in which case the act goes into effect, otherwise it is dead.

ARTICLE IX

The following shall be the plans for all awards in the La Junta Junior High School Student Association:

I. Members of school teams shall receive the "J. H." letter, provided they have participated in three inter-school games or placed in an inter-school track meet. A five-letter award shall be given to those winning letters in three sports. Furthermore the Awards Committee may grant letters to those who have faithfully supported the team in practice, although they have not met the requirements.

II. Any student of Junior High making a total of 280 points in the merit system, evenly divided among the four fields, shall be awarded the "J. H." sweater.

III. The following shall be the merit system:

The system shall be divided among the four fields of conduct as follows: Physical, Mental, Moral, Social. It will be necessary to make at least 70 points in each field to receive any award.

A. Physical

1. Making one or more of the class teams...20
2. Making one or more of the school teams...25
3. The correction or marked improvement of any improvable physical defects...5—20
4. Making an average of **A** in physical culture10
5. Presenting evidence of having taken part in hikes or bicycle rides...5—25
6. Giving proof of knowing scientific health rules in diet, sleep, and other matters10—30

B. Mental

1. Being on the honor roll.....20
2. Becoming the school representative on a debating team, oratorical or spelling contest15—20
3. Composing a school or class play, song or yell that is accepted by the school or class. Writing a story accepted by the school paper.....10—20
4. Advancing one step in Palmer method10—15
5. Receiving no D for the semester.....10
6. a. Each A to receive 3 points
b. Each B to receive 1 point
c. Each D to lose 2 points
7. Each person in rooms winning scholarship banner 5

C. Social

1. Being an active member of one or more accredited school clubs20—30
2. Acting efficiently as a class or association official or doing efficient committee work10—20
3. Showing at all times the proper respect for the flag and seeing that others do the same.....5—10
4. Helping another student toward marked physical, mental, or moral improvement5—20
5. Receiving an average of B in coöperation10—20
6. Perfect attendance for the semester....20
7. Each person in rooms winning attendance banner5

D. Moral

1. Receiving a mark not less than B in self-control10—20
2. Receiving a mark not less than B in self-reliance10—20
3. Producing proof, endorsed by parents and teachers showing the maintenance of good habits of character..10—40
4. Being instrumental in doing away with any such practices as hookey, or swearing10—20
5. Excellent membership in the Boy Scouts or Camp Fire Girls; attested by the Scout Master or guardian.....5—25
6. Nothing below a B and at least one A in deportment5—15
7. Regular attendance at Sunday School, church, or young peoples' meeting, certified by the teacher or pastor..5—25

IV. Each class shall appoint one person to keep a record of all points. This record shall be posted at a conspicuous point in the room and be kept up to date as far as possible.

V. The merit system may be changed by order of the council or principal of the school without the procedure required for amendments.

The constitution of the Langley Junior-Senior High School, Pittsburgh, a school of approximately twelve hundred students, half of them senior high school students, is submitted below as an example of the form of organization possible for this type of institution:

CONSTITUTION

THE COÖPERATIVE ORGANIZATION OF THE
LANGLEY JUNIOR-SENIOR HIGH SCHOOL

Pittsburgh, Pa.

ARTICLE I. PURPOSE OF THE ORGANIZATION

The purpose of this organization is twofold: first, to organize the general and extra-curricular activities of the school, and second, to plan for the administration of the same.

ARTICLE 2. PURPOSE OF THE PROGRAM.

The purpose of the program is twofold: first, to increase the interest which pupils shall have in the out-of-class activities of the school, and second, to give them a part in the management of the same.

ARTICLE 3. MEMBERSHIP.

Section 1

Every pupil who is a member of the student body of Langley High School is thereby a member of this organization.

ARTICLE 4. OFFICERS AND THEIR DUTIES

Section 1

There shall be a general supervisor of extra-curricular activities who shall be a member of the faculty, appointed to his position by the principal. The general supervisor shall have two associates, members of the faculty, appointed by the principal. These three officials shall constitute the faculty representation in the General Council of the organization, and shall be designated the Faculty Committee.

Section 2

The personnel of the General Council shall be completed by the election from the student body, as hereinafter provided, of fourteen student representatives, one from each class to be elected by the class, and an additional one each from the 12-A and 12-B classes to be elected by the student body at large. The nominating committee for these two shall consist of the two presidents of the 12-A and 12-B classes and one member of the Faculty Committee.

Section 3

There shall be a president, vice president, and a secretary of the General Council, chosen from its membership by a majority vote of the members of the council.

Section 4

The General Council shall reflect student opinion, advise upon and consider projects for the welfare of the general organization, and appoint committees for directing and regulating such interests and activities of the school as from time to time it may appear wise for the Coöperative Organization to assume. Its duties are therefore both advisory and administrative.

Section 5

The president of the General Council of seventeen shall be the president of the entire Coöperative Organization and shall preside at its meetings as well as at those of the General Council.

ARTICLE 5. MEETINGS*Section 1*

Meetings of the Coöperative Organization shall be held at the call of the principal.

Section 2

Meetings of the General Council shall be held regularly, as the members may determine, or at the call of the general supervisor.

ARTICLE 6. TERM OF OFFICE

All student officers shall serve for one semester or until their successors shall be elected. No student shall be re-elected more than once to the same office.

ARTICLE 7. CLASS ORGANIZATION

Section 1

During the third and fourth weeks of each semester, each of the twelve classes of the school shall organize, or reorganize, by electing a president, vice president, and secretary, and in the case of the eleventh and twelfth grade classes, a treasurer.

Section 2

The president of each class shall be the class representative upon the Council.

Section 3

Nominations for class officers shall be from the floor in the class meetings, with at least two nominees for each office.

Section 4

Nominees for class officers must have the approval of the General Council and the Class Guardian. No election shall be held until after the lapse of three days from the time of such approval, posted in a conspicuous place in the school.

Section 5

At the time of class elections the General Council shall furnish the student body the names of the nominees for members at large in the General Council. There shall be at least two nominees from each class, the 12-A and the 12-B, one to be elected from each class and voted on by all members of the Coöperative Organization.

Section 6

Each of the twelve classes shall have a Class Guardian, a member of the faculty, designated by the principal. The principal, may, if he sees fit, permit the class to elect its own Guardian, a member of the faculty. It shall be the duty of the Class Guardian to attend all meetings of the class, or appoint some one in his place upon occasions, to advise with the class in its deliberations and activities, and to see that all meetings are conducted in an orderly and parliamentary manner.

Section 7

Each of the four highest classes is permitted to hold one evening social function each semester, and not more than one; provided that the 12th grade classes may be permitted an additional one by the faculty supervisor, (such as the Junior Prom); and provided further that upon occasions two groups may be permitted to join in one evening social, which shall be considered as one for each of the groups represented.

At evening socials at least a part of the program must be given over to other forms of amusement than dancing, excepting at the Junior Prom.

Only members of the class itself shall be permitted to attend its social functions, and members of the faculty or other invited adult guests.

The date of any social meeting shall be scheduled on the high school calendar at least one week before the event.

ARTICLE 8. CLUBS

Section 1

It is hoped that each and every pupil will be a member of at least one club, never more than two, such membership to be voluntary and the club to be of his own selection. When once a member of a particular club, the pupil's attendance at all its regular meetings is mandatory.

Section 2

A club may be organized when it shall appear that there is need and a demand for it, provided that no club shall come into existence except upon the approval of the principal, or upon the approval of the principal and the faculty supervisor of extra-curricular activities jointly.

Section 3

Each club may effect its own organization with such officers and in such manner as it may of itself determine.

Section 4. Sponsors

Each high school club or organization shall have a sponsor, a member of the faculty designated by the principal, or by the principal and the club membership jointly.

A sponsor of a club or organization shall attend all meetings, business or social, of the organization of which he is sponsor, or upon occasions designate some one in his place. He shall be responsible for the general conduct of these meetings and for the action taken by the organization.

He shall see that the organization of which he is sponsor comes regularly under the extra-curricular program of the school, coöperating with the general supervisor and the principal to make the organization serve the purpose for which it is intended.

He shall direct the club treasurer, or others having the

organization's funds in their care to see that the accounts are kept accurately, and that all moneys are placed in the hands of the school treasurer in such manner as shall be provided and required.

Section 5. Meetings

All club meetings are to be held in the school building excepting outdoor excursions, and no club meeting shall be held for social purposes exclusively. No club function shall be permitted to have dancing.

Section 6

Exceptions under Sections 4 and 5 may be made by the principal.

ARTICLE 9. SCHOOL TREASURER

A member of the faculty, designated by the principal, or by the principal and the faculty jointly, shall be the school treasurer.

The school treasurer shall have in his care and keeping the funds and moneys of all organizations, clubs, societies, and associations of the school, of all kinds whatsoever, all whose treasurers, financial officers, and committees handling funds shall make an accounting to him forthwith upon the receipt of funds and pay over into his hands all moneys received by them.

He shall formulate a system of accounts, keeping the funds of each organization separately therein, and require all treasurers and financial officers to follow the regulations of his office. In enforcing these regulations he shall have the assistance of the Faculty Committee of the Co-operative Organization.

All disbursements shall be through the office of the treasurer, in such manner and under such a system as he may devise and prescribe.

An auditing committee of three members of the faculty

shall be appointed by the principal semiannually to examine and audit the books of the school treasurer.

LANGLEY HIGH SCHOOL ATHLETIC ASSOCIATION

The Athletic Association is not a subsidiary of the General Organization, except in the sense that it shall be one of the duties of that organization to foster the interests of the Athletic Association and promote its welfare and success.

Section 1. Purpose

The purpose of the Athletic Association is to keep prominently before the school the interest in athletics and the various seasonal sports, major and minor.

Section 2. Membership

Membership is open to all connected with the school and entails the purchase of an Athletic Association ticket, once each semester, at the specified fee.

Section 3. Fees

The fee for membership is fifty (50) cents each semester, whereupon a ticket is issued to the member entitling him to all the rights and privileges of the association, provided that this fee may be paid in installments of five (5) cents each two weeks.

These rights and privileges include admission to all games and contests held under local auspices, all issues of the Langley High School paper, and to certain moving-picture shows to be given in the auditorium.

Section 4. Faculty Representative

A member of the faculty shall be appointed by the principal and the faculty jointly, who shall be the faculty representative in the association. The faculty representa-

tive, in addition to other duties that may be prescribed for his office, shall be treasurer of the association.

Section 5. Directors of Athletics

Each seasonal sport in its turn, in which the school engages, shall have a coach, who shall at the same time be director for that particular sport. The coach or director shall be an instructor in Physical Education, a member of the faculty.

Section 6. Student Managers

The faculty representative and the director of athletics shall jointly appoint student managers for each of the school sports in its season.

Section 7. Athletic Committee

The faculty representative, the director or coach, and the student manager for the athletic activity at the time in season, shall constitute the Athletic Committee.

In the hands of the Athletic Committee will be placed the entire control and management of the athletic interests of the school. This will include the following: Arrangements for the care of visiting teams and of spectators at contests, and for the care of Langley teams when away from home; the conducting of the sale of Athletic Association tickets and the collection of admission charges at all local athletic contests where admission fee is charged; the selection and purchasing, or requisitioning of uniforms and equipment; and, such other duties and responsibilities as may from time to time devolve.

It is expressly provided, however, that the entire matter of the selection and coaching of players and teams, and the conduct of their participation upon the field of contest, shall rest with the coach.

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CHAPTER VI

THE SCHOOL ASSEMBLY

Underlying Principles. The principles which underlie the organization and conduct of the school assembly are discussed in this chapter.

I. Develops School Unity

The school assembly will develop a higher degree of group consciousness within the school and a better realization of the power of group action for achieving desirable ends for the school, community, state, and nation. Its chief contribution to the student body is that spirit which may be called "school unity."

Students are divided into classes according to their academic advancement, further divided by their curricula, and still further divided by their recitation groups. The same breaking-up process is carried on in the diversity of extra-curricular activities and is encouraged by the differences in the locations and social positions of the homes from which the students come. Blocking the pathway to unity is an almost infinite variety of individual differences. The assembly

is the one agency at hand capable of checking these tendencies. It is the contact point which should aim to stress those factors and interests common to all. This may be done through teaching the students to sing together, by programs that explore for the students and teacher the interests and activities of each subject-matter department, by the development of public opinion in the school, by the engendering of support for those representing the school in inter-school contests, by programs in which representatives of the entire school take part, and by efforts intended to show the student body that worthwhile and interesting work is being done by the other grades and groups.

II. Encourages School Spirit

The school assembly affords the greatest opportunity to develop school spirit. School spirit is like the term personality; it is hard to define, but it is something felt and recognized. It is that composite of school experiences which makes coöperation and enthusiasm for the school's welfare a joy and a pleasure. It is a spiritual atmosphere which pervades the whole student body, affecting custodians, teachers, administrators, and students alike.

A real school assembly can help to create

this spirit. It is a matter of regret that there are many high schools in America which have failed to get the vision of school spirit as a vital, moving, energizing influence in the school.

III. Provides Motivation for Curricular Activities

An attitude of respect for knowledge is cultivated, especially when representative groups are given an assembly period in which to share with the entire school knowledge they have gained in their individual classes and groups. Assembly programs to a large extent should grow out of regular class and extra-curricular activities. This sharing of knowledge gives a social value to information. It stimulates those to whom the program is assigned because in working up their material they are enabled to see the value it possesses for others. A science demonstration given in assembly cannot fail to arouse interest in science. Conducting an election in assembly on primary or election day ought to arouse interest in civics.

IV. Stimulates Interest in Extra-curricular Activities

Assembly programs serve in many ways to widen and deepen the interests of the students.

Science clubs may give a demonstration of "wireless"; the students interested in the school newspaper may give a demonstration of the process of getting it out from day to day or from week to week. Accounts may be given of class or club excursions. The program presents a splendid opportunity for the development of appreciation of literature. By means of original short stories, poems, or readings given in assembly, other students may be brought to realize that at least the beginning of literary work is not surrounded by magic.

One-act plays, or scenes from longer ones, prepared in class or in the Dramatic Club, may be presented with simplified stage settings and costuming. Thus the members of the group are given a chance to express themselves, and the student onlookers may themselves become interested in dramatics. Clubs of all kinds may find an outlet for some of their activities in preparing a program for assembly.

V. Stimulates Expression and Overcomes Self-consciousness

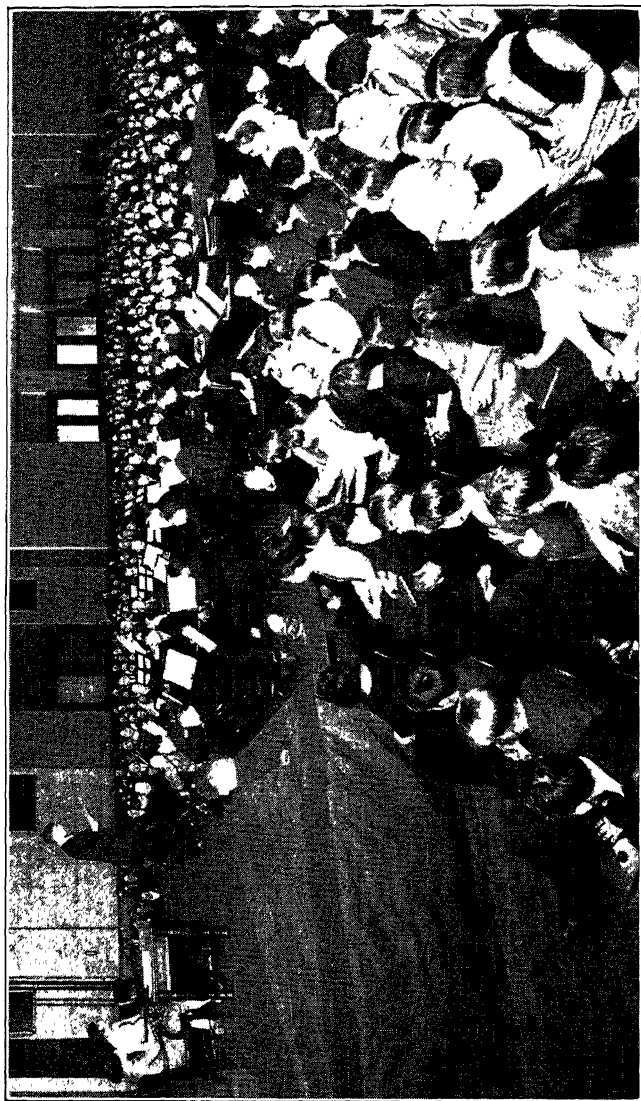
Every student who appears before his fellows in assembly naturally wants to make a good impression. If he is properly coached, he will use simple language and will pitch his voice so that

he can be heard by all. The trait of self-consciousness is universal in those appearing for the first time before large audiences. The only way to overcome this handicap is to practice. The school assembly affords the opportunity.

If the emphasis is placed on presenting ideas clearly and intelligibly, so that hearers understand and get the point, the value of training in expression may be great.

VI. Builds Up Proper Habits and Attitudes in Audiences

What should the student body do while the orchestra is playing, when a speaker is speaking, in the matter of applause? The writer was visiting a high school recently and was invited to the school assembly. Taking a seat in the rear of the hall, he noticed that the announcement that the orchestra would give a selection was the signal for a general talk-fest among the whole group. This was an example of what ought not to be allowed, if students are to be trained in the right kind of attitude. Unfortunately, grown people indulge in this same bad habit, but perhaps they would not display this tendency to such an extent had they been trained in the right attitude while they were members of student audiences in school. In his own ex



HIGH SCHOOL ASSEMBLY—STUDENT OFFICERS PRESIDING

perience, the writer has insisted, as principal of a junior high school, upon full attention on the part of the student body during selections by the orchestra. This can be accomplished with practically one hundred per cent efficiency if the high school principal avails himself of the aid of the Student-Government Organization.

Students must be trained in the matter of applause as well. There should be perfect freedom in this respect. Applause ought not to be suppressed, but very often needs to be directed, so that it will be done sanely and with a certain amount of intelligence. Drastic action may be necessary in the case of certain individual students at first, but they will soon learn that order is the thing to be desired and will obey the unwritten law of the school. The question of attitude in audiences is really a part of (or should be a part of) the education of every student and merits the attention of any high school.

VII. Affords Opportunity to Share Information

When the participation in assembly programs is wisely distributed, there is training for a large percentage of the school in the expression of worth-while ideas to an interested group. In so far as the actual presentation is concerned,

it might be as well or better done by members of the faculty, but the educational value that lies in organizing, preparing, and presenting the material would be lost to the students. The teacher does not rob the student of his educational opportunity by solving his mathematical problems for him: rather he aids him by advising and guiding him in their solution. In the same manner the teacher aids the students in the presentation of assembly programs. Students manifest intense interest in information given when it comes from one of their own number. They are willing to work hard in gathering material, in making charts, in anticipating possible questions, and in getting a command of the subject that will enable them to present it in assembly in a finished and scholarly way.

VIII. Creates Intelligent Public Opinion in the School

Since all people, particularly young people, are greatly influenced by the approval or disapproval of their fellows, the participation of teachers and students in a conscious effort to form intelligent public opinion is of great importance in training citizens.

The assembly is one place to form public opinion. Many high school problems that de-

pend largely on public opinion demand the united effort of the whole group for their solution. What shall be the attitude of the school in the matter of scholarship? What responsibilities shall the students, with their advisers, assume in the direction of extra-curricular activities? What has the school done in the past to merit the estimation in which it has been regarded in the community? What should be the school's attitude toward its athletic teams, visiting teams, its "rooters," and visiting "rooters"? What should be its attitude toward the building? Toward punctuality and regularity in attendance? How shall the students treat visitors in the building; in classes? What should be the student's attitude toward individual property? These are a few of the problems that the whole school, student body, and faculty must decide.

The principal could solve all these problems himself and announce the solution to the school, but even if he could solve them and put them into effect, an opportunity would be lost, because he would have robbed the students of the educative thinking and acting before them. By discussing problems of this type in home rooms, in class organizations, in student senates, and in assemblies, the students are educating themselves for citizenship. The democratic solution of these

problems may be slower than an order from the principal's office, but the principal who works through this process will get more lasting and more satisfactory results. The function of the school assembly in forming public opinion and in developing a sense of unity in the school may be carried further if some of the assemblies are devoted to the transaction of certain extra-curricular business.

In the assembly the campaigns for school elections, the installation of student officers, the awarding of insignia or recognition of excellence in any form may occur. The assembly may take the form of a town meeting to consider the needs of the school, the improvement of its internal life, or its relations with outside groups. The combative spirit developed in the assembly to "back up the team" may be used to eliminate abuses or promote school virtues. The assembly may aid in tuning up the whole institution. Singing the best songs, producing the best plays and watching them, staging debates, spreading the news of what the various departments in the school are doing, listening to the presentation of ideas by those who understand and believe in them, and acting jointly in the interest of what is best—all this is a tuning-up process which is

of immense benefit to the hearers and of still greater value to the participants.

The mental attitude and mood of a school at the close of an assembly period is not an accident when an assembly committee composed of teachers and students in active coöperation has planned and directed the presentation of a school program. Students, faculty members, administrative officers, and visitors have left the assembly hall on more than one occasion inspired to do a better day's work because of the enthusiasm and spirit engendered there.

IX. Develops the Aesthetic Senses

There is no better place to develop the aesthetic senses than in the assembly program. Through its promotion of art, music, literature, and the drama, interest in these matters is fostered and oftentimes talent is discovered and encouraged.

Administration of the School Assembly. School assemblies should hold a definite place in the school program. They should be held once each week, during a period one hour in length. A short period of fifteen or twenty minutes each day with a program which consists of morning exercises and a few announcements is not very valuable except to give tone to the day. It can-

not in any sense take the place of the school assembly. The activities period is the logical time in which to hold the school assembly.

Auditorium limitations and the character of the school have much to do with determining the size of an assembly. Generally it is advantageous to have the entire student body and faculty in assembly at one time. It is not wise to do this, however, if the student body exceeds fifteen hundred in enrollment. Then it is better to divide the school into two assembly sections. The same program, in most instances, can be given in both assemblies. When more than fifteen hundred students gather in an assembly hall, it is probable that the youthful speakers will encounter difficulty in making themselves heard. In a junior-senior high school of a thousand students, it would seem advisable to conduct a junior and a senior assembly, a policy which has been followed in the junior-senior high schools of Pittsburgh. With this in mind the board of public education in this city has adopted as a standard for several high schools in its building program an auditorium which will accommodate one half of the student enrollment. Economic interests as well as those mentioned have been found to lie in favor of this plan.

Supervision of the School Assembly. The school assembly should be under the direct supervision of the principal, the director of activities, or some individual delegated by the principal to have charge of the assembly. Except in a small high school, the principal could not assume the responsibility. The natural person to do this is the director of the club activities. This officer has charge of the club program in the school and, since a major part of the assembly program comes from the clubs under her direction, it is fitting that she should have general charge.

The director should have the support of a faculty committee or a joint student-faculty committee. It is essential that the programs for assembly be prepared with care and thoughtfulness, and the work should be planned several weeks in advance.

On most occasions, student officers should preside at the assemblies, although the principal should do so from time to time in order to maintain the dignity and prominence of the assembly in the school program. He should always be present, remaining in the background, but ready to assume charge when it is evident that student direction is weakening. The students should be assigned to regular seats so that responsibility

for conduct and attendance can be easily fixed. The teachers should sit with the students.

The Assembly Squad of the Student-Government Organization, described in a previous chapter, performs useful services for the assembly. No program should be permitted to run for more than an hour, and all assemblies should begin promptly. In the ideal type of student-managed assembly, announcements and introductions of speakers should be made by the student officers. Student officers and other speakers should be introduced to each other and to outside speakers. A spirit of full coöperation should at all times be sought for and maintained.

While student participation should be the main characteristic of the assembly, every possible effort should be made to bring the public, especially the parents of students, into the audience. Special invitations should be sent each week to the parents of students taking part in the program. Experience has shown that this feature pays big dividends in bringing together school and community and in cementing the loyalty of both students and parents to the policy of the school. The principal should keep a record of all assembly programs and should take steps to see that there is general participation at all times.

Nature of Assembly Programs. Many demands come from without the school for time and place on the assembly program. The public has not been slow to learn the advertising value of the school. It is safe to say that most of these requests ought to be refused, but certain of them deserve and demand the support of the institution. Requests made by the National Safety Council, the Tuberculosis League, and such municipal organizations as a City-planning Commission ought to receive consideration by the principal in approving the assembly program.

Only the very best outside speakers should ever be invited to address the students. It is good policy to limit outside speakers to those whose platform ability is tested and tried. No matter how distinguished a guest may be, unless he possesses the elemental qualifications of a good public speaker his effect on the student audience is likely to prove disastrous.

Outside speakers may be used to advantage during the first part of the semester, while clubs and other organizations are getting under way and working on their first programs.

The writer would recommend that the first assembly be devoted to what is called in modern parlance a "pep" meeting. The purpose of such an assembly is to introduce the new students to

the spirit of the school. Students themselves have charge of this program. They sing the school songs and give the school yells; the school orchestra plays. In a series of short, snappy talks, student speakers tell about the different features of the school: its government, customs, and regulations, such as lunch-room procedure, traffic rules, and conduct at games. The "pep" assembly is and ought to be an occasion for injecting every possible ounce of enthusiasm into the beginning life of the new school year.

The following outline is suggestive of the richness of material available for school assemblies:

- I. Programs whose chief purpose is the revealing and widening of experiences, the sharing of experiences, the imparting of knowledge, the reporting of activities and excursions, demonstrations of class and club work, and visual instruction.
- II. Celebration of special days, such as Columbus Day, Armistice Day, Thanksgiving Day, Christmas, Parents' Day, May Day, Lincoln's Birthday, Washington's Birthday, Arbor Day, Memorial Day, Class Day, and Flag Day.
- III. Important Anniversaries (local).
- IV. Art Assembly.
- V. Music Assembly.
- VI. Dramatic Presentations.
- VII. Debates.
- VIII. Community Interests:
 - a. City Planning.
 - b. Safety First.
 - c. Health Program.

- d. Fire Prevention.
- e. Constitution Day.
- IX. School Interests:
 - a. Installation of Class Officers.
 - b. "Pep" Assembly.
 - c. Better-Speech Week.
 - d. Stay-in-School Week.
 - e. Courtesy Week.
 - f. School Athletics.
 - g. Club Programs:
 - Boy Scouts, Girl Scouts, Girl Reserves, Camp Fire Girls, "Hi-Y" Club, French Club, Science Club, Wireless Club, Bird Lovers' Club, etc.

The following actual program is submitted as an example of assembly planning. It is a plan which may be adapted with little variation to any junior or senior high school:

JUNIOR HIGH SCHOOL ASSEMBLIES

First Semester

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|---------------|--|
| Sept. 14, 15. | "Pep" Assembly—given by students with the Chairman of the Activities Committee in charge. |
| Sept. 21, 22. | Induction to office of School President, Vice President, Secretary, Class Representatives, Associate Representatives, Secretaries, and Squads. |
| Sept. 28, 29. | Movies and Stereopticon Slides. |
| Oct. 5, 6. | Address—"Pa" Davies of the Sarah Heinz House. |
| Oct. 12, 13. | Debate: <i>Resolved</i> , That Turkey should be dismembered forever. Members of the Debating Club. |

- Oct. 19. Address: Dr. Edward Rynearson, Principal of Fifth Avenue High School.
- Oct. 20. Movies—"A Modern Cinderella."
- Oct. 26. Girls' Assembly—Dr. Helen Coolidge, President of the Pennsylvania College for Women.
- Oct. 27. Boys' Assembly—Dr. C. Wallace Petty.
- Nov. 2, 3. Stereopticon Slides—"The Process of Turning an Idea into a Useful Product." Westinghouse Company.
- Nov. 9, 10. Better Speech—Armistice Day Program—Planting of the Flag by Boy Scouts—Patriotic Recitations—Better Speech Playlet, "The Magic Voice," by members of the Dramatic Club.
- Nov. 16, 17. Community Sing—Several dances by the Folk Dancing Club.
- Nov. 23. Thanksgiving Address.
- Nov. 24. Thanksgiving Address.
- Dec. 7, 8. Address: Mr. E. A. Daum, Director of the First United Presbyterian Community House.
- Dec. 14. Movies—"Life Aboard Ship Crossing the Atlantic." Courtesy of the White Star Line.
- Dec. 15. Manners and Customs in China—Mr. J. L. Clark, Secretary of the Y. M. C. A. at Shanghai.
- Dec. 20, 21. The Christmas Entertainment—"The Treasure Chest." Students of the school.
- Jan. 4, 5. Feeding Starving Russia—Mr. Kenworthy, Russian Relief Worker.
- Jan. 11, 12. Stephen C. Foster Memorial Program, in charge of the Music Department. "Old-fash-

ioned Photograph Album," by members of the Literary Club.

Jan. 18, 19.

Program by Girl Reserves.

Jan. 25, 26.

Joint Program by the Girls' and Boys' Leaders Clubs.

Second Semester

Feb. 2.

"Pep" Assembly—Students taking part.

Feb. 8, 9.

Address—"Julian Arnold"—Commercial Attaché to the Peking Embassy.

Feb. 15, 16.

Induction of School Officers and Squads. Address—"Abraham Lincoln."

Feb. 22, 23.

Club Program—each Club having a one-minute talk on its advantages. Tribute to Washington and Flag Salute at close.

March 1, 2.

Slides and Demonstration—Bell Telephone Company.

March 8, 9.

Science Club—Regular Club Meeting on Stage.

March 15, 16.

French Club—Bible Reading in French—Song—Dance—Playlet—Marseillaise.

March 22, 23.

Girl Scouts—Outline of Scout Activities—Folk Dancing—An Ambulance Sketch—Songs.

March 29.

Athletic Program—Presentation of letters to various teams. Address—W. E. Bothwell, Secretary, Oakland Y. M. C. A.

April 12, 13.

Boy Scouts—Laws—Oath—Pledge to Flag—Knot Tying. "American Flag"—Rev. John Simpson, North End United Presbyterian Church.

- Talk by Mr. Benson, Chief Executive of the Boy Scouts of Pittsburgh.
- April 19, 20. Courtesy Program—Short Courtesy Plays—Written and staged by the Dramatic Club.
 (a) In the Street Car.
 (b) In the Schoolroom.
 (c) On the Street.
 (d) At Home.
- April 26, 27. Debating Club—*Resolved*, That the Government should own and operate the coal mines.
- May 3, 4. First Aid Club—Bandage Demonstration—Demonstration of the gas mask.
- May 10, 11. Musical Program—Girls' and Boys' Glee Clubs.
- May 17, 18. Commercial Club—Play—"Diogenes Looks for a Secretary."
- May 24, 25. Literary Club—*Julius Caesar*.
- May 31—June 1. Dramatic Club presents "Miss Civilization."
- June 7, 8. Musical Clubs and Piano Pupils.
- June 14, 15. Flag Day—Poems—Story of Flag—Flag Drills, etc.
- June 21, 22. Story Hour Club.
 8B Girl Reserves.

SPECIAL ASSEMBLIES

- March 9. Westminster College Glee Club.
- March 13. Y. M. C. A. Campaign—Address.
- March 14. "Happy" Health Clown.
- April 18. Dr. Arthur Carpenter—Subject, "Other Worlds than Ours."
- April 23. "The 'Tele' Bird Man"—Movies.
- May 29. Memorial Day Program.

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CHAPTER VII

SOCIAL FUNCTIONS IN THE HIGH SCHOOL

Educational Values. Gregariousness is one of the primal characteristics of adolescence. This is the gang, club, set, clique age, especially in the earlier years. It is a normal desire for boys and girls to want to have regular and pleasant associations with other boys and girls. Adolescents are social animals. It is very difficult for a high school boy or girl to refuse an invitation to join a fraternity, a club, or an organization.

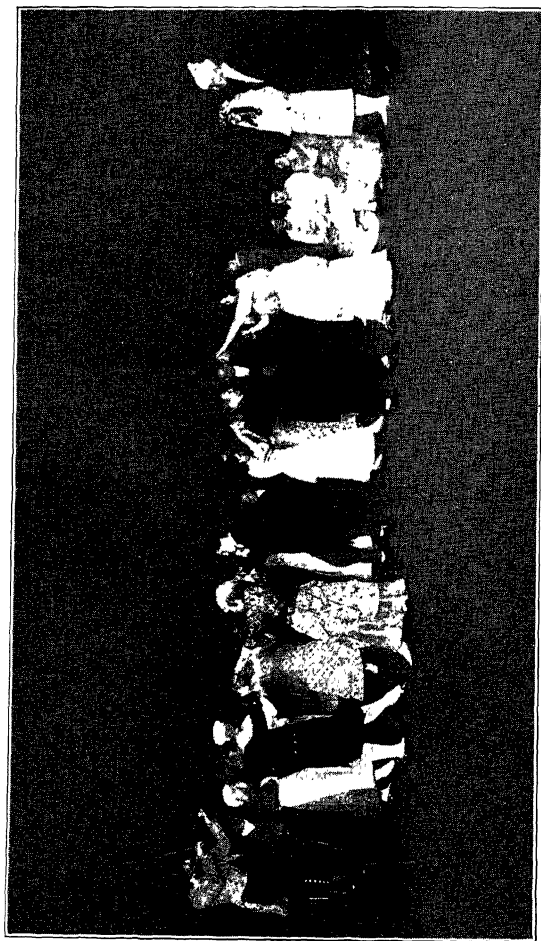
The following extract is from Clark's *The High School Boy*:¹

The social activities of the young almost always seem excessive to the middle-aged. There are few things which we forget so easily as the escapades of youth. A middle-aged father was advising his young son against the evils of dancing.

"But you danced, father, when you were a boy," the boy protested.

"True," the father replied, "but I have seen the folly of it."

¹ *The High School Boy*. The Macmillan Company.



DRAMATIC CLUB

"Well," the boy replied, "I want to see the folly of it, too."

When we are tempted to be too critical of the social customs of the young today, it might be well to remember that customs change. The pleasures in which the writer indulged as a boy are very different from those in which his son takes delight. He is inclined to think that his son's social life in school has been much saner and more restrained than his own.

In the "good old days," the entire aim of the school was to develop the intellect to its highest powers, regardless of the social or even the physical needs of the individual. High school principals and teachers considered it their duty to crush or to restrain these social impulses of the students. Because of this attitude high schools everywhere had real social problems and even to this day these problems exist in many places. Laws have been made by state legislatures and drastic rules have been passed by school boards to curb high school fraternities, sororities, dancing, and other "evils." This attempt to restrict the social impulses and advantages of pupils of high-school age has frequently met with failure because it was unnatural, illogical, and unsympathetic. The problem was attacked from the wrong direction.

Fortunately, high school people today realize the importance and the opportunity of guiding and training these immature boys and girls in the proper conduct of their social activities.

Progressive secondary schools are organizing all manner of social activities among the students so that the benefits of the social training to be obtained will be open to the largest possible number. If students who show initiative, qualities of leadership, and executive ability are given opportunity to develop these traits along with their scholastic attainments, it will redound to the social life of the school, to the support of the administration, and to their own social improvement. Fortunately, this point of view is developing very rapidly. There is a social problem, but it is a problem of administration, guidance, direction, time schedule, and management, rather than a problem of restriction, enforcement of law, and detection.

There are certain definite educational values connected with school social functions which must be kept in mind:

1. Students need social training.

The social training many students get in the school is the only social training they do get. Boys and girls ought to know to some extent how to carry on a conversation, how to please

people, how to come and go without awkwardness and embarrassment. Nothing causes self-consciousness more than a lack of acquaintance with social usage and social forms, and nothing remedies this deficiency more than a little practice and experience coupled with wise counsel.

There is also a value to the growing boy and girl in learning how to meet men and women older than themselves, as well as those of their own age, and it should be a necessary part of their education that they do so.

2. Students need to know about conventional customs.

Another educational value to be kept in mind is the necessity of students learning many important things about conventional social customs and to have a respect for them. In themselves these customs may mean little, but observance of them marks one as experienced and thoughtful, whereas neglect of them is evidence that one is either crude or careless. It is a little thing to call after one has been invited to dinner, to rise when a lady comes into the room, to speak to the hostess or the chaperons at a party, to remove one's hat when talking to a woman on the street, to eliminate such terms as "say" and "listen" when beginning a conversation; but these are the

things distinguishing a trained from an untrained individual.

3. Students should be trained to make worthy use of leisure.

Another value worthy of consideration is the contribution of school social life to the happiness of the individual. The boy or girl who does not have any social life is usually unhappy—and is sometimes driven to unfortunate habits of thought and conduct. No one can attend the social functions of the students without noticing the interest, enthusiasm, and satisfaction they display. We have committed ourselves to “worthy use of leisure” as one of the seven primary objectives of secondary education. In “Cardinal Principles” we have the following statement:

Education should equip the individual to secure from his leisure recreation of body, mind, and spirit, and the enrichment and enlargement of his personality.

This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, the drama, and social intercourse. One of the surest ways in which to prepare students worthily to utilize leisure in adult life is by guiding and directing their use of leisure in youth. The school should see that adequate social recreation is provided within the school and should encourage proper agencies in the community.

The school has a unique opportunity in this field because it includes in its membership representatives from

all classes of society, and consequently is able through social relationships to establish bonds of friendship and common understanding that cannot be furnished by other agencies.

It is evident from the foregoing discussion that there is a real place in the program of the secondary school for a well-planned, thoroughly administered social entertainment program, if the extra-curricular movement is to meet the needs of the students fully.

Supervision of Social Functions. This part of the school's program of activities will need close and constant supervision. The high school principal, except in a small institution, will not be able to give the matter the attention it needs to be successful. He will delegate the responsibility to a faculty member, in large high schools known as the director of social functions. In large schools it is important that this director be given adequate free time to do the work well. There can be no over-emphasis of this point. If any part of the extra-curricular program advocated in these pages is to succeed, there must be adequate supervision. It may and undoubtedly will cost more, but the end is worth the cost.

The director of social functions should be supported by a faculty committee known as the Social Committee. This committee considers

general policies, rules and regulations, directing, through the director, the whole social program of the school. In junior high schools it is advisable to have a student social committee coöperate with the director in carrying out the social program. In the Latimer Junior High School, Pittsburgh, the student social committee is known as the Social Secretaries Club. Each home room sends its secretary as its representative to this organization. The result is that every room in the school is represented on the school social committee.

The Social Secretaries Club meets regularly in the activities period, under the sponsorship of the director of social functions. The club initiates social features, helps to plan for all social functions, and aids in carrying out the details of these functions. Its plans must be approved by the faculty social committee. For the senior high school it may be better to have the regular social committee composed of members of both faculty and student body, as shown by the experience of some schools where this method has been successfully tried.

Time and Place for Social Functions. Many social functions, especially for small groups such as the home rooms and clubs, may be held in the regular activities period. Most of the social func-

tions, however, ought to be held after the regular school hours—at the close of school in the afternoon.

The writer does not advocate social functions for junior high school students for evening hours. Both kinds of functions, afternoon and evening, have been tried, and the results have established the conclusion that junior high school students enjoy their social functions after school, if properly planned, just as much as they would in the evening hours, and the school is saved the added responsibility imposed by evening social activity.

On the other hand many senior high school functions can and perhaps should be held during the evening hours. All social functions should be held in the school building. It is not advisable to permit school social functions in the name of the school to be held outside of the school building. School banquets may be the exception to this rule, but even they should be held in the school building when the institution operates a cafeteria or lunch room.

Nature of Social Programs. Home rooms and clubs are encouraged to have one or two parties each semester. Written requests for these parties must be submitted to the social director, together with the plans and program of enter-

tainment. The home-room teacher or club sponsors are then held responsible for the proper supervision of these affairs. The smaller units of the school are thus easily cared for.

Class parties in both junior and senior high schools are organized on a larger basis. In the case of the junior high school the students work out their plans through the student social committee, submitting them to the social committee of the faculty for approval. In the case of the joint student and faculty social committee, that body works out the plans in its own organization.

Under any plan it is well to encourage students to take the initiative. When they are led to do so and given sufficient responsibility, the results are practically assured. Social affairs must be given plenty of publicity. This may be done through the art and printing departments. Students in the art classes, or in painting, decorating, and designing classes, produce better work when it is motivated by real purposes of this kind. Similarly, the boys in the printing departments find satisfaction in preparing the programs, invitations, and menu cards for these events.

Every high school should have a social activi-

ties orchestra prepared to play suitable music for all social affairs. It should be under the supervision of the regular school orchestra, in order that the right kind of music for dancing and entertainment may be secured. Students should be held responsible for the decorative effects desired for social events. Given the necessary incentive, they invariably produce original and appropriate results.

The following social events are suggestive of the possibilities in this connection. Some are entirely suited to junior high school organizations, others are adapted to the needs of both junior and senior high school student groups:

1. The circus (for the junior high school).

This is an event in connection with the annual Hallowe'en celebration. Every student in the school is encouraged to dress in costume. Prizes are awarded for the most distinctive, original, and humorous designs, as determined by an awarding committee before which the students parade in the assembly hall or gymnasium. A circus program is then put on by the students themselves. A typical program follows:

Indoor Circus (8B—7A—7B)

1. Band (all instruments made in the tin shop).
2. Tillie the Toiler's Vacation.

3. Eccentric Dance.
4. Old Time Circus.
5. The Modern Samson.
6. Tight-Rope Walker.
7. Before and after Taking—Dance.
8. The Educated Bird.
9. Highland Fling—Essenes Dance.
10. Tattooed Man.
11. The Bobbed Hair Dolls.
12. Snake Charmer.
13. Educated Canines.
14. Glass Eater.
15. The Bingville Dwarfs.
16. Human Skeleton.
17. Jonah was swallowed by a whale, but—
18. Bingville Express.
19. Acrobatics.
20. Closing song—Accompanied by the band.

2. Plays by the Dramatic Club of the school.

If the school is a junior high school, it is a good plan to have the dramatic department of the senior high school visit the junior high school and entertain the students.

3. Informal social hour after school—once weekly.

This hour, adapted to either a junior or a senior high school, has become a popular source of pleasure to the students. It is an event which needs close supervision by a faculty and student committee, and should be strictly confined to the

one hour, with attendance voluntary. Space for the meeting may usually be found in a gymnasium, the lunch room, or available large rooms of other types.

Entertainment for the social hour should be varied to meet the interests of different groups. When sanctioned by the committees in charge, dancing may be included as an enjoyable feature of the program. The informal social hour has been most successful where properly introduced, and is a part of the extra-curricular program which may be recommended to practically any senior or junior high school.

4. Motion-picture entertainments.
5. Farewell parties to outgoing students.
6. Picnics for all groups.
7. Hikes—in certain seasons of the year.
8. Banquets: football, basket ball, seniors, honor students, etc.
9. Entertainments.

Entertainments may be built around such activities as instrumental and vocal accomplishment, solo dancing, humorous readings, dialogues, minstrel shows, and vaudeville acts. The sponsor will be surprised at the originality and genius appearing in students actually given an opportunity of developing themselves.

Unquestionably many other forms of entertainment for these social functions may be suggested. The principal thing to be kept in mind is the ideal of wholesome recreation, plenty of it, under close supervision, coupled with enough freedom to stimulate initiative and responsibility.

Rules Governing Social Functions. The following rules are suggestive of the type which may be used in junior high schools:

1. All classes or clubs desiring to hold a function in the school shall present to the director or chairman of the social committee at least two weeks before the date of such function the time, the place, and the names of two teachers who have consented to act as sponsors.
2. No function shall be held without the consent of the social director.
3. Each club, society, class, or home room, is allowed two functions a year.
4. All guests must be affiliated either with the faculty or the student body of the school.
5. The amusements of the function must be of such a character as will entertain the entire group and assure interest for all.

6. If the function is held after school, the closing hours shall be not later than 6 o'clock; if held in the evening, the event should, if possible, be arranged for a Friday evening or the evening before a holiday, and the closing hour shall be 10 o'clock.
7. A report of the function shall be made on a blank form provided for the purpose. It shall be presented to the social director or to the social committee chairman on the the school day immediately following the function.
8. All functions held under the auspices of the school must be held in the school building.
9. All social functions shall be under the direct supervision of the social director or the chairman of the social committee.

For the senior high schools, the following rules are suggested:

1. All social functions shall be under the direct supervision of the social director or the chairman of the social committee.
2. All classes, clubs, or school organizations desiring to hold a function in the school shall present to the social director or social chairman at least two weeks before the date of such function the time, place,

and the names of faculty and parent sponsors.

3. No more than two evening functions each semester, in addition to daytime functions, shall be permitted.
4. All organization functions shall be chaperoned by at least two faculty sponsors and two parents, except that class functions shall have at least four faculty sponsors and at least four parent sponsors.
5. If functions are held at night, they shall, so far as possible, be held on Friday nights, or on evenings preceding holidays or vacations, and shall begin not later than 8 o'clock and close at 10:30.
6. No one shall be admitted to any party, picnic, hike, or social function who is not at the time of such function a member of the present student body and a member of the organization giving the function.
7. No students shall be admitted to evening functions after 8:15 o'clock.
8. No students shall be permitted to leave a function before the closing time unless by special excuse from the class sponsor.
9. The amusements of the function shall be such as will include the entire group and insure entertainment for all.

10. If dancing is permitted, correct positions, censored by the sponsors and parents, teachers, and students, are absolutely required, the aim being to develop grace and beauty.
11. All music shall have the approval of the music department of the high school.
12. Refreshments are to be simple and inexpensive. Stress is to be placed on the entertainment, decorations, and activities of the evening, rather than on the refreshments.
13. Democratic participation on the part of all is expected and is to be encouraged.
14. Failure to comply with the spirit of these regulations shall, at the option of the sponsors or principal, result in temporary or permanent suspension from all social functions.

CHAPTER VIII

HIGH SCHOOL PUBLICATIONS

The Value of High School Publications. There are few activities in the high school affording so many opportunities for large numbers of students to participate as those centering about high school publications. Publications in themselves vary as to frequency of edition, character of material used, and purpose for which they are planned. In a large high school in which the students have many interests and in which the activities are varied and diversified, school publications may become no small part of the extra-curricular program. Even in the smaller schools and junior high schools there are almost as many fields for school publications as there are fields of interest. Not only do the publications themselves vary in kind, but the methods of publication are different, so that, taking into consideration both the editorial, financial, and mechanical sides of the work, there are possibilities for participation by many students. In the production of one high school publication, it is

probable and desirable that the services of a large number of students will be required. This is especially true in the case of the editing of the high school newspaper, whether daily or weekly, for if such a publication is to be complete it must receive the contributions not only of editors, copy readers, and headline writers, but also of reporters representing every class, activity, and subdivision of the school. The more complete the news gathering force behind the publication, the more effective will be its contribution to the institution. In any high school there should be just as much opportunity for student participation in the publications as there is a demand on the part of the students. The broadness of the field is such that students interested in writing, in newspaper work, in fiction, in athletics, in criticism, in social activities, and in art may readily find an outlet for their efforts on the editorial side, while those interested in business and methods of advertising may find a similar outlet on the financial side and, in cases where the high school possesses a printing department, those interested in the mechanical details of printing are amply cared for in the actual publication of the journals themselves.

The school publication is to the school community what the daily newspaper or magazine

is to the larger community of life. Just as the daily newspaper or magazine serves a medium for the exchange of ideas and for the distribution of news, so the high school publication performs a like service for the students in the high school. The value of a high school publication as a news medium is in direct proportion to the frequency in which it appears. A monthly journal has, of course, less value as a distributing agent for news than a weekly paper and even a weekly paper falls short of the daily paper in this field of service. A high school with a large student body may find great opportunities in the field of publications for acquainting its students with the events, activities, and problems of its life from day to day. Through the medium of high school publications, the administrative department of the school may keep the student informed as to the mechanical details of everyday school life. The departments of instruction may reach the student in a similar way, and the faculty or supervisors are afforded a better chance of conveying whatever information they have to offer the student body to every student in the school. There are always students who read the publications from cover to cover, but who are negligent in their reference to bulletin boards or the announcements made from time

to time in class. While it is not intended to over-emphasize the news value of high school publications, it should be recognized at the same time that such a value does exist, and that a high school which is failing to make use of this opportunity is neglecting one of the most valuable points of student contact.

Of equal importance to the school is the opportunity afforded by school publications for the interchange of ideas and the expression of student opinion in their columns. During the high school age students are doing a great deal of thinking and as a rule they yearn for some means of expressing those thoughts. Where a system of high school publication is well organized, they have their chance to accomplish this aim in some measure. It is surprising how much instructive criticism may be done in the columns of high school publications by the students themselves who feel that when they are writing for these journals they are actually doing something worth while. Pupils will express themselves on all phases of student conduct, of school management, of athletic relations, and of every type of activity in which they play a part. They will not confine themselves only to the immediate field of the school world in which they are living. They will go beyond that field and will

contribute discussions dealing with political and social life in the community around them. The value of these discussions and the thing they represent to the school and to the community and to the students themselves cannot be over-estimated.

School publications, rightly conducted, tend to interest the student in the production of literary work. There should be in every school opportunity for the recognition of literary activity on the part of the student and when this recognition is provided, and an opportunity is given for the better class of literary work to appear in printed form, an incentive is supplied which usually results in more and better writing. Another beneficial result of well conducted school publications not to be overlooked is the impression they make upon the community outside the school, upon the parents of the students, upon other high schools, and other institutions. High schools have come to know each other very largely through the exchange of publications, and the spirit of a school is often truthfully reflected in the publications it sends out. Good publications stimulate an interest on the part of the community and the high school and often come to the attention of those who would otherwise give no notice to the efforts and activities

of the school. Moreover, the alumni of the institution are always interested in the activities "back in school," and publications are useful in informing them of the progress that has been made since their graduation. An effort should be made by those in charge of high school publications to build up a subscription list among the alumni, for school people ought to recognize the value of good will on the part of the alumni who have gone from the school walls.

A school should regard as one of its first duties the training of the student in the use of English. Graduates of high school ought to be able to write good clear English, fully explaining whatever thoughts they may have, yet concise, to the point, and unburdened by any ornate style. Nothing produces this result so much as training in the writing of news stories, hence it is true that the more students who are encouraged to act as reporters to high school publications, the more widespread will be the use of effective English. Writing for high school publications gives the student practical outlet for the theories he is taught in the classroom. When the publications are conducted and supervised by persons capable of doing that kind of work, much good can be accomplished in training to write. Usually there is a close relationship between the

English department and publications. This relationship should be fostered because of the direct value it represents to the student. Once again it is important to note that a limited policy in the field of high school publications affords but a limited opportunity for development, whereas a broad use of publications presents a wide opportunity for growth in the right direction in so far as English is concerned.

With the growth of newspapers and journalism generally in the United States has come a new appreciation of writing as a profession. It is gradually being recognized as one of the most influential professions in modern life. Newspapers go into every home. They have a pronounced effect on the thinking and activity of every citizen. This influence begins to operate just as early as the individual begins to read. There is more power in the press to sway public opinion than there is in perhaps any other one agency of modern civilization. If the educational system recognizes this influence, it will make it its business to train the right kind of persons in whose hands the future of journalism is to rest. At the present time there are few means for accomplishing this outside of the fields of amateur journalism in our high schools and colleges. Guided by right-minded super-

vision, high school publications may be the means of inducing capable, earnest, and conscientious young people to enter the field of journalism with all of the opportunities and advantages it has to offer.

The usefulness of high school publications as training for this type of work is not confined to the editorial side, but may be felt as well in the field of advertising. Student editors and assistants of publications may learn the rudiments of advertising and may learn the elements of fair play in business just as effectively through the work they do in an amateur way as through the theoretical instruction of a classroom. The future will find many high school graduates in the field of journalism on the business side. Equally true is it that the boys working on the printing end of high school publications will find valuable aid in their preparation for their chosen trades. And then there is the joy which comes from the production of something worth while—something that is more than a mere laboratory problem—something that goes beyond the walls of the shop in which such effort is expended.

Kinds of High School Publications. High school publications in newspaper form possess a value not found in those in magazine form. The high school newspaper whether published weekly or

daily is bound to attract a greater interest on the part of the students because its very nature requires a greater amount of work on the part of each. If a publication appears monthly the students in charge of the work are not required to devote so much time to the task as they would be were they actively engaged in the publication of something appearing daily, or even weekly. The high school publication should not be in the form of a newspaper unless it possess the characteristics of a newspaper, and the newspaper is not published monthly. It is published daily, as a rule, or at least weekly. When the high school newspaper does have the characteristics of a real newspaper, it gives the students opportunities such as no other form of publication would provide. Whether or not it should appear daily or weekly depends largely on the size of the school, on the amount of talent available, on the amount of time provided for its publication, and on the amount of financial support it may reasonably expect to enjoy. It is obvious that any daily paper in the high school will require the constant attention of capable supervisors both on the editorial and mechanical sides. The high school which is equipped to take care of the printing of its own publications is

much better prepared for a daily paper than is the high school relying upon outside assistance both in the matter of speed in production and in the matter of expense.

The daily newspaper in the high school should be no larger than is necessary to set forth the news and events of the day adequately. Its size can quickly be decided by a conference between those who are to handle the editorial side and those in charge of the printing shop. The printing shop should bear in mind its own limitations and the amount of time necessary to set up and print a paper of sufficient size and circulation to meet the needs of the school, and those interested editorially should carefully determine what the news needs of the school are likely to be from day to day. The correct size of such a paper can be more properly determined after one or two trials than by consideration of any set rules.

There must be a basis for the production of such a paper, however, and this basis must take into consideration ample provision for the division of responsibility among those interested in producing the paper. A daily activities period is almost indispensable if a school is to publish a daily paper. This activities period should come in the morning and at that time the staff of the

paper should meet. Under an organization similar to that of the daily newspaper and directed by the efforts of a supervisor, all news of the day and all of the material intended for publication should be carefully gone over, typewritten, and edited by the close of the period, at which time it should be delivered to the printing department. Usually the printing department may have its schedule of work so arranged that it can take prompt hold of the material sent to it and set up the newspaper with the least possible loss of time. When the activities period comes in the morning, certain students may be delegated to read the proof of the paper during the lunch hour. Following the lunch period the boys in the printing shop may make the necessary changes indicated by the proof readers and then the paper is ready to be set on the press. The circulation division of the students interested in publications may so arrange its program each day as to care for the distribution of the papers to home rooms as soon as it is printed or at the close of school. It may readily be seen that unless the daily program of the students interested in publications has some flexibility it is difficult to care for a daily paper. It may also be seen that to throw the same burden of work on each student day after day is to

place an unwise emphasis on one form of activity to the neglect of other activities or even of school work. Therefore it is advisable that as many students as possible be interested in the publication of such a daily paper and that the responsibility for its appearance each day be divided among these students. The organization for producing the daily paper will be discussed later.

For the high school of average size, and for the junior high school, the publication of a weekly newspaper is more advantageous. Although it does not afford the same opportunities for intensive training in journalism, it possesses many advantages on the side of accuracy and care in the collection and preparation of material. The weekly newspaper may have the same staff organization as the daily paper and may also utilize the activities period. The principal difference lies in the fact that the students working on the weekly paper have more time at their disposal, consequently, a higher and more selective grade of writing should be expected in such a paper, and the supervisor has more time in which to check up and encourage the efforts of the students. The limitations of size which must be rigidly respected in the case of daily newspapers do not affect the weekly

paper to the same extent. There is, and should be, more room for contributions by students, for editorials, for criticism, and for literary ability in the pages of the weekly than there is in the daily. When there is doubt as to the advisability of publishing a daily paper, it is advisable to decide in favor of a well-rounded and well-edited weekly newspaper rather than an uncertain and poorly edited daily paper.

The monthly journal should be the principal medium in the high school for the expression of student opinion and for the development of literary ability. It should leave the field of news to the weekly or daily newspaper and should concern itself primarily with the more literary side of life in the high school. It is the opportunity for students to practice writing their opinions of various subjects in which they are interested, and it is the opportunity for students with literary tastes to learn to express themselves in a way acceptable for publication.

The supervisor of the monthly paper should expect and demand a high type of workmanship on the part of the students taking part in its production. This means that the monthly journal should be a matter of pride on the part of the students and should reflect the best of their capabilities. The monthly journal affords an

opportunity for contacts with the alumni of the school and for the expression of student policy, of student spirit, and of school contacts in the community. The monthly journal should also be considered as an outlet for humor on the part of the students. This is a feature which may be depended upon to liven it up and add to its interest. It should also be remembered that there is room in the field of publications for competition in the art departments. The monthly journal ought to have attractive covers, cuts, and designs. These should be prepared in the art department or by the art clubs of the school. It is just as true that the ambitions of students in art will be supported by an opportunity for real expression as it is that the interests of those of literary inclinations will be stimulated by this means.

The high school annual has become almost a standard form of publication in the high schools of the United States. In this form of publication, there is more opportunity for real artistic expression on the part of the student body than there is in the other forms. High school annuals are getting better from year to year. The most helpful advice that may be given to those interested in producing the annual is that they begin their work with a good organization and that

they obtain as many copies of these annuals as possible and select from them what in their opinion are the most desirable features.

For the students who are not interested primarily in regular journalism or high school daily, weekly, or monthly publications, there is another form of activity in the production of special publications. This field includes programs for special events, folders designed for particular occasions, propaganda of various kinds in the interest of school activities, souvenir editions proposed as part of special events, and all publications planned with a particular rather than a general purpose in mind. The high-school handbook is taking a prominent place in this field.¹

Organization of High School Publications. In putting into effect a publications program as a part of the extra-curricular activity of the high school, it is important to bear in mind the necessity for adequate working space. Those in charge should provide a room equipped for editorial purposes. In the case of a daily high school newspaper, such a room is almost indispensable. The room should contain plenty of tables or desks at which the students may work so that there is the least possible loss of time.

¹ McKown. "The High School Hand Book" *School Review*, November, 1924.

Pupils should be able to go during free moments directly to the place provided for them for the purpose of working on the publications with which they are connected.

In arranging for the plan of such a room, it would not be inadvisable to pay a visit to a newspaper office. There the best arrangement of editorial desks and tables may be observed. Essential to the equipment of such a room is one table or desk at which the news editor and his assistants may sit. Preferably this table should be in the form of a semicircle with the editor's chair directly in the middle, facing the seats of his assistants or copy readers. In addition to this there should be a number of small tables equipped with typewriters.

Supervisors of high school publications will find that work may be more effectively done when typewritten copy is demanded. From the very beginning, high school publications should insist upon typewritten copy. It is almost fundamental to accuracy, which is one of the primary rules of good journalism.

In the publications room there should also be a bookcase or set of files in which letters, clippings from newspapers and journals, and material reserved for future use may be kept. It is also advisable to have the room equipped with

a telephone. The more nearly this room is made to resemble an actual newspaper office, the more likely is it that the publications will reflect the true newspaper spirit.

The staff organization suggested here is, with slight variations, applicable to a daily and weekly newspaper. It will seem at first that too many offices are listed in this organization, but for comprehensive, careful and worth-while editing, it is necessary that a far-reaching and thorough staff be provided.

The two chief figures in this staff are the managing editor and the news editor. The news editor is perhaps the more important of the two figures, because upon his initiative and daily contact with the student body depends the energy and enthusiasm of the paper as a news medium.

The news editor is in direct charge of a staff consisting of associate editors, assistant editors, copy readers, and reporters. The news editor acts personally as the head of this staff. Each day, in the activities period, he takes charge of the office and directs his associates as to their duties. He makes assignments to the reporters, instructing them where to go for news, what events to cover, and what stories to write up. He determines the length of the story and the prominence of its position in the paper.

The reporters look to him each day for their assignments and report to him when they have finished the work. The news editor should be a student who is selected primarily for his ability as a keen observer of events as well as for his ability in the use of English. In addition to making the assignments and looking over the work done, he should keep well informed in all the events of the school, so that nothing of importance is overlooked.

In a school possessing a daily newspaper, it may readily be seen that the news editor is an important figure and, so great is the work to be done from day to day, it is important that the news editor have assistance. It is advisable to entrust each assistant editor with a certain field of activity. For example, one assistant editor may be in charge of covering social activities of the school; another should devote his attention to the jokes and humor of the newspaper; a third should be responsible for the activities of the various school clubs, while the fourth assistant news editor should be responsible for publicity on school assemblies. Reporters working in either of these fields should hand in their stories to the news editor, who should then turn them over to the proper assistant. The assistant will read the story, make any corrections neces-

sary, and decide whether or not the event has been adequately covered. After the news editor and his assistants have looked at the news story, they should pass it on to the copy reader, whose business it is to examine the story for any possible defects in English or in construction. He writes a suitable head line and the article is then ready for the printer. Much depends upon the ability of the assistant news editors. The editor in charge of assembly should make it his business to see that the student body is well informed as to all assemblies, both past and future. He should look up information on programs, on speakers expecting to visit the school, and upon all of the side lights and characteristics of the school assembly. Such a student developed properly may become a useful asset in making assembly programs pleasing and worth while.

While the foregoing arrangement is satisfactory for covering the activities indicated, reporting of events of general school interest must not be overlooked. When the students have shown ability as reporters, they should be entrusted with the writing up of more important school events. They should be directly responsible to the news editor rather than to any of the assistant editors.

Working side by side with the news editor should be the managing editor, in whose hands lies the responsibility for the editorials appearing in the paper and for the relations of the paper with other school activities and with the supervisory members of the faculty.

The managing editor should direct the editorial policy of the paper. He should have as his assistants two or three editorial writers, students who devote their time to consideration of those things of interest to the entire student body and who endeavor to interpret those things, as well as the news of the school, on the editorial pages. They should write their editorials during the activities period, passing them on to the managing editor for any possible correction and for approval. The managing editor should also be in close contact with the business side, representing the editorial side in all relations of a business nature. The circulation manager and his assistants should be responsible to him.

Another important member of the high school publication staff is the sporting editor, who performs the duties usually pertaining to the holder of this title. The sporting editor as a rule has his own reporters and assistants, reads and corrects his own stories, and writes his own headlines. The sporting editor and his assistants

may be drawn from that class of students displaying a special interest in athletics.

An office that should not be overlooked in the organization of a high school publication is that of librarian or files editor, the person to whom the keeping of all records and memorandums is entrusted. He should spend all his time not used in caring for this material in preparing information such as is used in any newspaper morgue. If he displays an enthusiasm in his work this department may perform a valuable service to the publication.

Working with the librarian should be an exchange editor, whose business it is to receive the publications of other high schools and to examine them for suggestions of possible value to his own publication. If he is observing, this student may find material always welcome to the editor.

Representing a different form of activity is the circulation manager and those helping him. It is the duty of this student to devise and maintain a system for the distribution of the newspaper as it appears to the student body and faculty. In the case of a daily newspaper, the circulation system must be so organized that delivery may be made with facility to all parts of the school as soon as the sheet comes from the press.

The faculty members who have been appointed by the principal to supervise the high school publications should be constantly coöperating and working with this staff. They will find constant problems with which to help the members of the staff, and ample opportunity to make suggestions of value to the publications of the school.

It is especially important that a certain amount of censorship be exercised for the purpose of safeguarding the interests both of the school and the students. There is always the possibility that unwelcome material of some sort may find its way into print.

Selection of the Staff. Supervisors will find as a rule a large number of boys and girls in the student body eager to be used in the publication of a daily or weekly newspaper. Usually the most satisfactory results may be obtained from a system which is more or less competitive. During the years which the student spends in high school, he should be given an opportunity to work his way upward from the reporting business of the staff to that of editor. Certainly the leading positions should be filled on the basis of ability and character if the paper is to be a success. Students may profitably spend a year or two as reporters before being promoted to any position of greater responsibility. It will

be found that a student who serves a year or more as a reporter may acquire a wide amount of information concerning the school as a whole, as well as considerable ability as a writer. It should be borne in mind at all times that one of the real aims in this form of activity is to train the students in expression and in the use of English, and the supervisor should realize that he enjoys a rare opportunity to help those in his charge.

It has already been pointed out that the organization described above applies as well to a weekly high school paper as to a daily. The added size of the weekly paper gives the students plenty of opportunity to utilize all their free activity periods for this work. For a monthly high school journal, however, such an extensive organization is not necessary. As pointed out before, a monthly school journal should be more literary and editorial in character.

To a great extent the size of the staff depends upon the broadness of the field covered by the monthly journal. It is not necessary to have a large group of reporters and copy readers. As a rule the editor and the managing editor are able to take care of the details of publication with, of course, the help of several assistants. The managing editor should have charge of the

editorial policy of the paper, should represent it in dealings with outside interests, and should serve as an agent between the business and editorial staffs. He should work with the supervisor of the journal at all times. The editor and his assistants should devote their time to the selection and preparation of material for each edition. If they are properly coached in this work and are interested in the journal, there is a large field for activity on their part. Persons not in any way officially connected with the journal may be encouraged to write for it, and all students should be made to feel that they have in the journal a medium of expression and that what they contribute to it will be welcome. While the managing editor, the editor, and his assistants take care of the greater part of the material going into the editorial end of the journal, it is advisable to have special editors devoting their time to such fields as jokes and humor, exchanges, and alumni news. As pointed out before, much of the responsibility for keeping the monthly journal "alive" rests on the shoulders of the "jokes and humor" editor.

As indicated by his title, the alumni editor has the responsibility of maintaining contacts with those who have graduated. Properly developed, this would be a feature of great inter-

est to the alumni and their support would aid in making the monthly journal profitable. As in the case of the weekly paper, there is a great need for proper preservation of records and exchanges, and members of the staff should take care of this subject through the direction of the exchange editor.

The artistic side of journalism ought not to be overlooked in the monthly journal. An art editor with assistants should devote his time to procuring the best kind of illustrations, cartoons, and drawings for publication in the journal. By making use of the talent in the art club and in the regular art department of the school, this editor can contribute a great deal to the journal. If possible, the staff of the monthly journal should be provided with a room in which to work. They should use their free activities periods so as not to conflict with the activities of the staff publishing the weekly or daily journal. What has been said regarding the selection of the staff of the daily or weekly paper applies equally well in the case of the monthly journal.

It has been found advisable to make use of the staff of the monthly journal, as far as possible, in preparing the high school annual. Because of their experience in taking care of the needs

of the monthly and because of their acquaintance with the school, these students are better qualified than any others for the work. The high school annual, from the editorial side, is something which may be worked on throughout the entire year; and those directing the policies of the monthly journal ought to bear in mind the annual's needs at all times, reserving for it that material which seems better fitted for the annual than for monthly use. Of course, certain students should be designated as the editors and managers of the various departments involved in the annual. It is especially important that an editor in chief be appointed or selected: this individual to devote most of his attention to the work. At the beginning of the year the annual staff should be organized, mapping out its program so that any undue accumulation of work at any one time may be avoided.

The problems connected with the high school annual are more specific than general. The high school annual is not a publication in a journalistic sense. It is rather a special compilation of historic and current material of particular interest to a particular group. The editor in chief, of whom we have spoken, ought to get a bird's-eye view of the entire field to be covered in the publication and then take whatever steps are

necessary to assign individual parts of the work to those on his staff. He will have to take careful consideration of the personals to be included in the annual, the class sketches, general historical material dealing with the entire school, records of athletic events, and all of the varied write-ups dealing with clubs, organizations, and societies wishing to be recognized in the publication.

Working with the editor in chief, a managing editor should be appointed whose duties relate more particularly to the accumulation of such material as individual pictures of the students in the class publishing the annual, photographs of all groups to be included, and the various cuts and illustrations making up the artistic side of the book. He should generally supervise the relation of the publication to outside interests and should be in constant touch with the business side.

Financing High School Publications. In connection with the subject of financing high school publications, we wish to say a few words dealing with subscriptions and advertising. Experience seems to show that in almost every case the high school publication finds itself forced to rely, at least in part, on advertising for financial support. In the average high school there is

no reason why the student should not seek, and deserve, the support of local merchants in this field. The advertising, however, should be closely supervised by some responsible member of the faculty who is able to direct the students in their solicitation and take whatever steps are necessary to prevent any commercialism from creeping in. In most communities the high school student body is a fairly respectable portion of the buying public and, in return for the good will of this group, merchants should be willing to assist students in their journalistic enterprises. To say, however, that all high school advertising pays is to ignore the real facts. In many instances the merchant cannot expect a positive financial return for the money he invests in high school advertising and this is a fact which those in charge of high school publications should always bear in mind.

Whenever possible, the business managers of high school publications should put into effect a plan which makes every student in the school a subscriber and contributor to the expense of publication. In some institutions this is arranged by having the student pay, at the beginning of the year, a sum sufficient to cover his subscription to all of the publications. When this is made obligatory on the student body, the

result is that each publication has a complete subscription list to start with and is assured of a certain financial background upon which to plan its year's program. Under such an arrangement the students receive their publications free through a system of free distribution. It will be found that where this is adopted there is much less need for relying upon advertising than there is in schools struggling along with subscription drives.

The fee usually charged to include such publications as the daily, weekly or monthly journals, and the annual is ordinarily referred to as the "student activities fee." It should be determined upon in accordance with the amount to be allotted per student to each publication. As a rule the "student activities fee" includes other activities in need of financing. A certain amount of the budget made up from this source should, for example, go to the school dramatics. If enough is allotted to meet approximately the cost of the senior play, for instance, each student should be entitled to two tickets, which he would receive free as a contributor to the "student activities fee." When this is worked out, those in charge ought to bear in mind the needs of all activities.

In high schools which recognize the value of

maintaining contacts with the alumni, school publications establish an alumni rate and an effort is made to secure their subscriptions. The publications should have a subscription rate, of course, whether financed on the "student activities fee" basis or not, so as to care for those not contributing to this income.

Some high schools find it possible to support weekly or monthly journals through the subscriptions of students alone, without any necessity of hunting for advertising. In schools possessing their own printing plants, excellent publications may be issued, entirely free from dependence upon outside support. This form of school paper publication is highly commendable, and the school which has a printing plant with facilities for doing the work should certainly not fail to capitalize such an opportunity.

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CHAPTER IX

GUIDANCE

Guidance as an extra-curricular activity has become so important in the last few years that it would be quite impossible to treat the subject adequately in one chapter of a book. It will be the purpose of the author to point out just a few of the main features of a guidance program in the secondary schools.

Guidance a Necessity in Secondary Schools. The very nature of a modern junior or senior high school makes it imperative to adopt some system of guidance. We are committed to differentiated curricula, promotion by subject, homogeneous grouping or at least a recognition of individual differences, exploratory opportunity, an extra-curricular program, pre-vocational and vocational choice, and other features which make guidance one of the most important undertakings in the school.

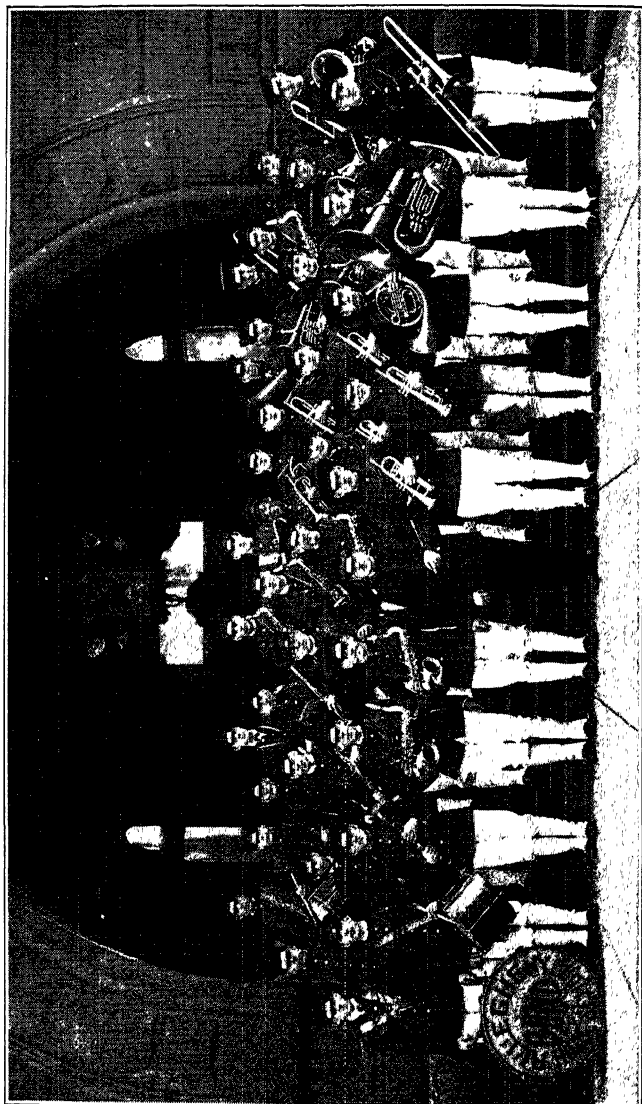
Administration of Guidance. The guidance program has grown so rapidly that it has been found necessary to create the office of guidance

director or vocational and educational counselor in the high school, so that the work may be properly administered and supervised.

These counselors are given free time for this work, the amount depending on the size of the school. Some of them give all of their time to supervision of the guidance program. In recognition of the value and importance of their work, such counselors (there is one in every junior, junior-senior, and senior high school in some cities) are paid more than classroom teachers. Some of the large high schools in the United States employ separate counselors for the boys and girls. Every home-room teacher, by the very nature of the work, becomes an assistant in the guidance program of the school.

Guidance in the Junior High School

Instructional Guidance. In some junior high schools instructional guidance is carried on by the aid of Life Career Clubs in the seventh grades and in connection with the general school social science course in the ninth grade. In other junior high schools a regular guidance period is set aside once each week for instructional purposes. This arrangement makes it possible to interpret to the pupil the experiences of school life in terms of their vocational value from the



HIGH SCHOOL BAND

point of view of life outside of the school. It furnishes, before courses are selected, the opportunity to study the various curricula of the school, the contents of each, the educational outlets of each, and the vocational fields toward which each course points. In the upper grades of the junior high school, further study of occupations is made in occupational civics. A study is also made of the opportunities afforded by further training in the senior high school, in colleges and universities, and in trade schools. Life Career Clubs have been a distinctive feature of the guidance program in some of the junior high schools.

These clubs were organized and directed by the vocational counselor. They met once each week in the activities period, illustrating in another way the value of this period as a part of the daily program.

Junior high school students are afforded a most excellent opportunity for instructional guidance in the general social science course of the ninth year. One entire semester, four or five periods per week, is devoted to regular instruction and intensified study in vocational and educational guidance. This work is preceded in the first semester of the ninth year general social science course by a study of economic civics. A

distinct value inherent in these courses lies in the fact that they give the students an appreciation of the elementary economic and social principles affecting and controlling the life of the individual. They develop an appreciation of the dignity of work. They point out the possibilities of service, the advantages and rewards of vocations of every kind, as well as the opportunities involved in the higher fields of learning.

From the standpoint of guidance, the service thus rendered to the student is invaluable.

Advisory Guidance. No one should underestimate the difficulty of establishing and maintaining a successful advisory guidance program. Individual differences in children, classification of students, try-out opportunities, and choice of courses are some of the elements entering into this phase of the work. Advisory guidance means individual contact. In large junior high schools this may be accomplished only through the coöperation and interest of the whole faculty. If the counselor is to proceed wisely and effectively in each case, he must have assistance from the home-room teacher as well as from the classroom teachers, the club directors, the student-government director, the social director, the school visitor, and others who see the student in different relations and aspects.

In addition to the information gleaned from these sources, the counselor should be familiar to a certain extent with the history of the child. This he must accomplish through visits, conferences with the parents, talks with the child, intelligence and achievement tests, teachers' estimates, and other direct and indirect processes.

Classification of Students. Homogeneous grouping of junior high school pupils is receiving marked attention all over the country. We do not care to enter into a discussion of this question here except to say that through five years of experience with homogeneous grouping we have become enthusiastic about its advantages. The advantages of homogeneous grouping, briefly stated, are:

1. Each student is given the opportunity to develop as far as the school can aid in his development.
2. Teaching effort is economized.
3. Larger opportunity is given to the bright student.
4. The slower student is aided in a fuller expression of his intellectual life.
5. The percentage of failures in each grade is reduced.
6. Mutual stimulation is given.

7. The progress of the group is made regular and constant.
8. Individual differences in children are recognized.

The system is naturally closely associated with the guidance program. The counselor or his assistants must give the tests, be responsible for the follow-up work, and otherwise assist in the administration of the system.

Try-out Opportunities. One of the distinctive features of junior high school work is its avowed purpose to discover the aptitudes, abilities, and interests of children. This means that try-out courses and try-out opportunities ought to be established in every phase of the work, especially during the first two years. The general and industrial shops of the school afford an opportunity to discover latent interests and capacities in industrial lines.

In the extra-curricular activities there is a chance to discover genius, leadership, and particular interests on the part of the students. In the regular school program there must be try-out opportunity in courses, in subjects, and in general tendencies. In this try-out process guidance in some of its finest aspects may be used to great advantage.

Report- or Home-Room Teachers' Conferences. These conferences form an invaluable part of the program and are of great assistance to the counselor. As stated before, one activities period each week is set apart for individual or group conferences with the class. It is a time when the teacher may come into close personal contact with the individual student, possibly finding out something about his home influence, personal habits, ambitions, difficulties, and problems. A discussion of educational and vocational plans takes place which, in the school where the student body is so large that it handicaps the counselor in his efforts to give individual attention to all student needs, gives an opportunity for personal guidance work not otherwise obtained.

Counselors' Visits to Contributing Elementary Schools. The counselor should visit the contributing elementary schools to meet the students in their natural environment before they enter the junior high school. He will tell them about the main features of the junior high school, give them intelligence tests used for classification purposes, and take what steps are necessary to prepare them for a happy and enthusiastic entrance into the junior high school.

Counselors' Conferences. The counselor should hold many group conferences with the students

on the subject of future educational or vocational plans. As differentiation of courses begins at the opening of the eighth grade in a junior high school, he should meet the second semester seventh-grade students in group conferences in order to explain the courses and give them complete information on the subject. His work involves the holding of numerous personal conferences with the student, bringing up such subjects as future careers, truancy, delinquency, failure, quitting school, and matters of attitude and behavior. He should allow himself time to arrange conferences with parents.

These few remarks about guidance in the junior high school present the merest sketch of its possibilities. So big is the field that an entire book might well be devoted to this subject alone.

Guidance in the Senior High School

Guidance Program. The guidance program started in the junior high school may be continued with some variations in the senior high school. Counselors are provided for the senior high school on the same basis; there is exactly the same need for hearty coöperation between faculty members and counselors if the plan is to succeed.

Students in the senior high school are, as a

rule, older and more settled as to their future educational and vocational careers. There is nevertheless plenty of need for careful and sympathetic guidance and direction.

Classification of Students. Homogeneous grouping cannot be carried on as completely in the senior high school as it is in the junior high school, nor is there necessity for so doing. From the standpoint of administration there are many more difficulties in the senior high school.

The senior high school is a more homogeneous group to start with, although there are undoubtedly differences in ability, interests, and aptitudes.

Instructional Guidance. If the senior high school is a four-year school, it is necessary to provide the same courses as outlined for the ninth grade in the discussion under junior high school guidance. In addition to this, however, it is necessary in the four-year school for the counselors to give further instructional and vocational and educational information in various group and class conferences. In Pittsburgh part of this effort takes the form of tenth-grade group conferences held for the purpose of discussing Pittsburgh industrial life and the opportunities it affords to young people, trained and un-

trained. An attempt is made to show the students the value of the last two years in high school. Educational agencies such as evening high schools, correspondence schools, and private business schools are discussed by way of comparison as to the opportunities offered.

Report-Teachers' Conferences. The report-room conference in the activities period is as necessary in the senior high school as in the junior high school, with some variations in the nature of the problems which are likely to be discussed. There is quite the same need also for information concerning home conditions, outside influences, failures, delinquencies, and absences.

Counselors' Visits to Contributing Elementary Schools. In the case of a four-year senior high school receiving its students from the eighth grade of elementary schools, the counselor should visit the eighth-grade classes of such schools and discuss, with students and parents, the following subjects:

1. The need of training beyond the eighth grade.
2. What the high school has to offer beyond the elementary school.
3. Explanation of the courses of the high school and their aims.

4. How the home and school can coöperate for the best interests of the community.

Counselors' Conferences. In addition to the holding of conferences for the discussion of problems already mentioned on these pages, the counselor should meet his students in order to discuss such questions as the best use of electives, and the local placement offices and their services. Individual conferences, in the senior high school, constitute a large part of the work. All students should be met individually during their eleventh year by the counselor to make certain that their program is complete to date and that they are meeting the college entrance requirements of the institution they expect to enter, or, in the case of those who are not going on to college, that they are following a program enabling them to meet their vocational requirements. With a proper guidance system, there is no excuse for a student's coming to the end of his high school career lacking college entrance requirements or other essentials.

The forms suggested on the following pages have been used by the counselor of the Fifth Avenue High School, Pittsburgh. They are suggestive of possibilities in the field of educational and vocational guidance and are only given as

types of material which may be used in this connection. They by no means exhaust the subject.

AN OUTLINE OF WORK PRESENTED BY THE HIGH SCHOOL
COUNSELOR TO PUPILS IN CONTRIBUTING
ELEMENTARY SCHOOLS

1. The Purposes of an Education.
 - a. Ethical.
 - b. Economic.
 - c. Civic.
 - d. Social.
2. Value of Training beyond the Elementary School.
 - a. It increases your earning power.
 - b. It increases your chances for success.
 - c. It helps to make you a more useful citizen.
 - d. It helps to make life more worth while.
 - e. It helps you to help others.
3. Courses Offered (Fifth Avenue High School).
 - a. Academic.

Gives an academic education and prepares for college and university. It is a preparation for literary, professional, technical, and engineering courses in college and university.
 - b. Commercial

Prepares for business. It is a preparation for those entering the business world after completing their high school education. (Not generally taken as a preparation for college or university.)
 - c. Technical.

Prepares for trades and gives a general education. This preparation will develop and increase one's ability in the trades. (Not generally taken as a preparation for college or technical school.)

4. Courses Offered—Other Schools.
 - a. Ralston Industrial School.
 - b. Short Course Business High School.
5. Stressing Systematic Development of One's Capacities.
6. Answering Questions of Pupils and Parents.

Members of the Graduating Class:

You are about to graduate from the Fifth Avenue High School. Some of you have not decided about your plans for the future. Are you going to take up some business activity after graduation, or are you going to enter college for further preparation? The four years that you have spent in the Fifth Avenue High School have:

- a. Increased your earning power.
- b. Increased your chances for success.
- c. Helped to make you a more useful citizen.
- d. Helped to make life more worth while.
- e. Helped you to help others.

It is important that you decide about your future.

The World Makes Way for the Man Who Knows Where He Is Going

What are you going to do when you leave the Fifth Avenue High School? Can the Vocational Department assist you? Have you asked for help? Are you interested in your future? If so, permit us to serve you in every way possible in selecting a college, in planning your college courses, or in helping you to find a desirable position.

WHEN PUPILS SHOULD SEE THE COUNSELOR

1. When it seems necessary to drop out of school:
 - a. Because of ill health.
 - b. Economic pressure at home.
 - c. Failure to get along in school.

2. When questions arise concerning your school work:
 - a. When you are undecided as to the course you should take.
 - b. Proper electives.
 - c. Change of course.
 - d. When failing in one or more subjects *not* due to lack of application.
 - e. College requirements.
3. After graduation—What?
 - a. If you wish to go to work.
 - b. If you are going to college.
 - c. If you are undecided.

WHEN PUPILS AND THEIR PARENTS SHOULD SEE THE COUNSELOR

1. In assisting you in planning your future.
2. Concerning your poor work.
3. When you wish to be transferred from Fifth Avenue High School to some other school.
4. When it is necessary for you to stop school, if under sixteen years of age.

OCCUPATIONAL GROUP CONFERENCES DENTISTRY

High School Education
 Special characteristics and
 aptitudes necessary:
 Pleasing personality.
 Desire to discover.
 Skill in handwork.

work will be required by
 the University of Pitts-
 burgh before entering the
 four year dental course).

Expenses

College Education
 Length of Course

Four-year course in Dental
 School (1925 and there-
 after one year of college

Tuition per year: \$260.
 Equipment and books nec-
 essary for completion of
 four-year dental course
 —\$625, not including
 tuition.

General Practice of Dentistry
Following College Course

1. Cost of equipment for office—\$1000 and up.
2. Approximate earnings for the first five years:
 1. \$1600
 2. 1800
 3. 2000
 4. 2400
 5. 3000 and up

Opportunities for Specialization

Extraction.
Orthodontia.
Prosthesis.
X-Ray Diagnosis.

Advantages

Service.
Interesting.
Good living.
Work for self.
Pleasant relationship with people making life broad and interesting.

Disadvantages

Indoor work.
Impossible to collect all accounts.
Working closely over people's mouths.
Physical strain due to nervousness of patients under dental operation.

Qualifications

A young man looking forward to dentistry must consider his physical make-up. Good eyesight and steady nerves are necessary, also ability to stand the unusual confinement of the work. He must be mechanical and clever with his hands. If he has had several good shop courses in his high school preparation, so much the better.

LIBRARIAN

Are you planning to be a *librarian*?

Civilization and culture may be measured very largely by books and libraries. These are unknown in the land of the savage and in the less enlightened countries of the earth, but in company with schools and colleges great developments in education and influence have been attained. Books are the

tools many people use to make their lives larger, more interesting, more efficient, and more successful.

Our libraries are provided and supported by the people for the benefit of their respective communities.

Library work is particularly suited to women, especially to those who are interested in the educational, industrial, civic, and recreative betterment of society. Special training for library work will be necessary before a high position can be reached. This profession is calling for well-qualified men and women. With the introduction of libraries into elementary, high, and normal schools; colleges; commercial, and industrial institutions; state and government departments, library work offers exceptional opportunities to those who feel adapted to this type of work. A high school education is essential as a minimum preparation, while a college course and special training are desirable.

Essential Qualities for the Librarian

1. Are you fond of reading books?
2. Are you neat and clean in your dress and general appearance?
3. Are you polite, courteous, and patient?
4. Can you systemize your work?
5. Can you credit yourself with any amount of specific reading for information or culture?
6. Is it natural for you to read the financial, political, and educational news items in your paper or are you through after reading the sport page and the "funnies"?
7. Have you a memory capable of carrying a large amount of detail, especially of systems and methods?
8. About your powers of attention—do you notice the many opportunities for courteous social acts or do you have occasion to regret frequent oversight?
9. Have you good self-control and some ability to "size up" others?

10. Have you executive qualities and personal initiative?
Can you plan, supervise, and direct other people courteously?

LAW

Are you planning to be a *lawyer*?

Young men and women preparing to enter the law as a profession, should study very carefully its requirements and possibilities. Law cases involve subject matter of the greatest variety; therefore, the young man or woman entering this profession can scarcely cover too wide a course in preparation.

The following high school subjects offer excellent preparation for entrance to pre-law collegiate courses:

English	8 credits
Latin	8 "
History	4 "
Mathematics	4 "
Science	4 "
Economics	1 "
Expressional English	1 "

The expenses and time required:

Every institution issues a catalogue which furnishes complete information in regard to tuition rates and living expenses. Every student contemplating a college course should secure this information for himself. Many of our leading law schools require one or more years of college preparation for entrance. The number of stars preceding the following universities indicate the number of years one must attend an approved college before he enters their law departments.

****Harvard University	**University of Michigan
****Yale University	**Leland Stanford University
****University of Pennsylvania	*University of Texas
****University of Pittsburgh	*Syracuse University
***Columbia University	*University of Idaho

**Cornell University

*University of Nebraska

**Ohio State University

*University of Kansas

There are about 120 schools, colleges, and universities in the United States offering law courses. If you wish information concerning the courses of our local universities or those in other cities, kindly consult the counselor.

STENOGRAPHY

Are you planning to be a *stenographer*?

The term stenography is often vaguely applied to many clerical positions. Frequently young men and women entering this vocation are unsuccessful because they lack the necessary foundation and qualifications.

If you are planning to take up stenography, by all means use every opportunity to insure your mastery of the English language. A high school education is most desirable. Learn a new word every day; have a dictionary easily accessible and use it.

Guess work is of little value in stenography. Accuracy is more valuable than speed.

Can You Say *Yes* to Such Questions as These?

1. Is good spelling one of my strong points?
2. Am I rapid and skilful at handwork?
3. Do I possess an abundance of common sense, loyalty, tact, diplomacy, initiative, and energy?
4. Is it easy for me to remember names, faces, facts, dates, and events?
5. Have I tact and skill in adapting myself to others?
6. Am I well equipped grammatically to correct a sentence or supply a word if a mistake were made in dictating to me?
7. Can I become so absorbed in my work or in a book so as not to be annoyed or disturbed by others in the room?
8. Can I be trusted with business confidences?

9. Am I a close observer of details?

10. Have I persistence enough to continue by practice and experience to develop speed and accuracy after the fundamentals have been acquired?

11. Am I neat in dress and general appearance?

You would be interested in reading some of the vocational themes prepared by pupils of the Fifth Avenue High School on "Stenography as a Vocation."

PRINTER

Are you planning to be a *printer*?

It is difficult to find a vocation with a history as interesting as that of printing. For long ages processes of making impressions or leaving marks upon a surface were known and practiced. There are still many clay tablets, waxed surfaces, engraved stones, and blocks that record the beginnings and indicate the progress of this art.

The opportunities offered in printing compare favorably with other commercial or manufacturing lines. Many printers will go through life as journeymen; others will start small shops of their own and will develop a business of large proportions. This vocation offers excellent opportunities for the young man who some day wishes to have a business of his own.

An individual who wishes to become expert as a printer should have a good general education and knowledge of grammar, spelling, punctuation, and all phases of English. It is necessary that one possess good eyesight and an exceptionally quick finger. Other essentials are conception of form, dexterity, memory, and attention.

Other Points for Consideration

1. Do you prefer an indoor occupation?

2. Are your eyes strong and capable of continuous application to close work?

3. Is it natural for you to get absorbed in what you are doing? To pay close attention? To concentrate?

4. Is it your habit to find pleasure in reading advertising pages?

5. Are your fingers quick-motioned and accurate?

6. Have you a good breathing apparatus—good lungs, large nostrils, full chest?

7. Are correct spelling and punctuation among your good qualities?

8. Do you know just where your personal effects are located in your home—your books, collars, tools?

9. Have you original ideas on printing? Can you suggest changes or improvements in much of the printing you see?

MEDICINE

Are you planning to practice *medicine*?

The expense and long period of preparation for this profession suggest that careful consideration be given by young people who are about to choose it as a life work.

The Counsel on Medical Education of the American Medical Association and the Bureau of Professional Education of the state of Pennsylvania require the following subjects for entrance to an approved medical school:

English	6 credits
Latin, German or French	
(in the same language)	4 "
History	4 "
Mathematics (Algebra, Geometry)	4 "

Recommended subjects:

Latin ¹	4 credits
Zoölogy	1 "
Botany	1 "
Physics	2 "
Chemistry	2 "

¹ Latin if not taken in high school must be taken in college. It is therefore advisable that this subject be included in the high school course.

Other electives should consist of cultural rather than specific pre-medical courses.

It is advisable that those preparing to enter this profession should read some of our best books on the subject. A book written by Daniel W. Weaver on "Medicine as a Profession" will be very helpful.

PLUMBER

Are you planning to be a *plumber*?

The ancient city of Pompeii, whose ruins have been slowly uncovered, reveals examples of high-class work in this line. Here as in other ancient cities traces of plumbing have been found almost equal to the work of today. Ordinarily the plumber seems to have worked in lead only, but now iron, zinc, brass, copper, and various other metals are used. Plumbing is usually understood to be the installment of pipes to supply water, the erecting of fixtures for the use of this supply, and the installment of other pipes to dispose of waste.

Young people should not look upon this vocation as one lacking in possibilities for future success. It commands good wages and leads quite naturally, if there is business as well as mechanical ability, to store ownership and contracting. It demands expert workmanship and careful attention to every detail. The trade is strongly unionized and the wages received compare well with those of other vocations.

The plumber must be a man of character and judgment and able to command confidence. He must be fully informed as to modern appliances and methods. He must be able to read plans and make estimates. He must understand general building well enough to work in harmony with carpenters and masons. He must not be afraid of hard work and at times dirty work. The individual who plans to become more than a mere workman should secure a high

school education. Mechanical drawing, plan reading, and shop work will prove exceedingly valuable.

Can I Qualify?

1. Have I read books and magazines on plumbing and sanitation?

2. Do I notice plumbing and pipe work, and could I suggest improvements and changes?

3. Do I like to fix things about the home—pack a faucet, clean and repair waste pipes?

4. Do I like problems that I have to figure and study out?

5. Am I interested in watching a plumber at work?

6. Am I energetic, active, and quick of motion?

7. Am I willing to do strenuous, not always clean, though always important work?

8. Would I rather work with pipe, wrench, taps, and dies than with a hammer, saw, or plane?

Have you talked with some of your friends or neighbors who are doing this type of work? Any suggestions that you may get from some one already in this field will be very helpful in the direction of your preparation. The counselor has several articles on plumbing that you should read. They are intended for your use—use them.

THE MONEY VALUE OF AN EDUCATION

About 8000 persons are mentioned in "Who's Who in America."

5768 of these have a college education.

1245 of these have only a high school education.

808 of these have only an elementary schooling.

1 out of every 188 college graduates is on the list.

1 out of every 1725 with only high school training is on the list.

1 out of every 37,500 with only elementary schooling is on the list.

By staying in school through high school, you multiply your present chance for success by 9.2; by going on through college, by 199.5.

Less than one per cent of American men are college graduates, yet this one per cent has furnished:

55 per cent of our presidents.

36 per cent of the members of Congress.

41 per cent of the speakers of the House.

(Note how even in the House the college men are more likely to be the leaders.)

If college had no effect the chance would be 1:100.

Statistics show the chance is55:100.

College multiplies the chance by 55.

If you have decided to go to college or are planning to do so, get a copy of Vocational Letter No. 6, on "The College I Have Chosen."

We have a large number of college catalogues on file. Come and use them.

YOUR FUTURE

Pupils of the Fifth Avenue High School:

Every young person in the Fifth Avenue High School is interested in his future. It is the ambition of everyone to be successful and to live a life worth while.

What thought are you giving to the choice of your life work? If you have not or cannot decide about your vocation, talk it over with your teacher or come to see the counselor. If you have made a choice, analyze it somewhat after the following outline prepared by Dr. Brewer of Harvard University:

1. What importance to society has the occupation?
2. What things are actually done by a person who is in this calling?

- a. Make a list of them.
- b. Outline a typical day's work.
3. What are the main advantages of the occupation?
 - a. Service to humanity?
 - b. Chance to learn?
 - c. Demand for workers?
 - d. Steady work?
 - e. Growing importance of vocation?
 - f. Interesting work?
 - g. Promotions?
 - h. Friends and associates?
 - i. Hours?
 - j. Vacations?
 - k. Good living?
 - l. Healthy work?
 - m. Ethical conditions?
 - n. Other points?
4. What are its disadvantages and problems?
5. What preparation is necessary or desirable?
6. What are the other requirements for success?
7. What income may be expected—at first and later?
8. What effect has the occupation on the social, civic, physical, recreational, and moral life of the worker?

CHOOSING A COLLEGE

1. Why Go to College?
 - a. To develop the individual to his highest capacity.
 - b. To learn the responsibility of an individual to society. Not competition but coöperation.
2. The Small College vs. the Large University.
3. Location:
 - a. Healthfulness.
 - b. Convenience.
 - c. Traveling Expenses.
4. Entrance Requirements.
5. Advantages:
 - a. Educational:
 - Endowment.
 - Equipment.
 - Reactionary or Progressive.

- b. Expenses.
- c. Student Activities.
- d. Advantages for Self-Support.
- e. Scholarship.
- f. Moral Standards.

THE VALUE OF ALGEBRA TO ME¹

Various academic and technical students have expressed wonder that I, a commercial student, should take algebra when it is not a required commercial study. They seem incapable of comprehending why a person should voluntarily take a subject which seems to be the very epitome of difficulty. Perhaps if I were of the same opinion as they I never would have taken algebra; but as I had hitherto had no difficulty with commercial arithmetic and had enjoyed that subject more than any other, I decided to explore further into the realms of mathematics. And I can truthfully say that I have never regretted my decision.

To begin with, the valuable training of the reasoning powers should itself be sufficient recompense for any time or energy that may be expended in the study of algebra. Indeed, few subjects rank higher in strengthening the intellectual power of young students. Algebra, unlike many other studies, deals with practical and logical reasoning.

And then again we only realize the importance of algebra when we consider that the various sciences are founded upon algebraic principles. These principles never change. They are the same as when discovered by Archimides and other pioneers in the wide and comprehensive field of mathematics. All the principles of physics and chemistry have been discovered by eminent logicians and mathematicians. Therefore, in summary, the usefulness of algebra, the valuable training the mind receives, and the fact that it is the basis of all the sciences have proven to me that it is one of the best subjects taught in the high schools of today.

¹ Written by a student.

THE VALUE OF ENGLISH CLASSICS TO A HIGH SCHOOL STUDENT¹

When the realization comes home to us that in order to appreciate the fine, the beautiful, and the good we must actually know what constitutes these things, then we have discovered wherein lies the value of English classics to a high school student.

Classics enable the student to appreciate and derive unequaled pleasure from what he reads outside of school, to become acquainted with the worthy principles of the great men, and to perceive new and beautiful meanings that were hitherto unknown to him. We have a selection of classics that are unrivaled in their value to the student—a selection any student can proudly boast of having studied. Among the best, we find *Ivanhoe*, Tennyson's *Idylls of the King*, *Silas Marner*, various speeches of Washington and Lincoln, *King Henry VIII*, and *Macbeth*.

Perhaps the greatest value of classics to the student lies in the desire to continue to read other classics when he leaves school. We find the principle involved here, that what we sow we shall reap. And so the student is sowing his desire in school to continue to read about and be influenced by all that is beautiful and good. Of course, for this attainment he must apply himself diligently to the study of these classics, and make an effort to derive much benefit from them.

Classics enable the student to become acquainted with the worthy principles of great men. Where indeed could be found greater and truer principles than those laid down in the speeches of Washington and Lincoln? The student is inspired by these principles, and these inspirations in turn tend to make him a better citizen of the country and of humanity.

Moreover, classics enable the student to perceive new and beautiful meanings that were hitherto unknown to him.

¹ Written by a student.

When the student first reads a classic he "observes" what he reads: then he "remembers" what he has observed, and then he "compares," thus enabling him to perceive new meanings and to think out his own conclusions.

If the student would only realize these facts and take advantage of the wonderful opportunity offered to him, then one of the greatest hopes of the English teacher and of the faculty would be realized.

THE VALUE OF TYPEWRITING FROM THE STANDPOINT OF A STUDENT¹

Although I am not taking typewriting for the purpose of a profession, yet I class it as one of my favorite subjects. You may often hear people say that typewriting does not require thought and that it is simply finger work. If you were to experience a typewriting test you would soon be convinced that this is not the truth.

Typewriting has helped me to advance in my other subjects on account of the many ways in which it has profited me. First, and above all, it has given me the power of concentration. Many people say that Latin, English, and Geometry require concentration, but what subject requires more concentration than typewriting? In fact, *none* is the answer.

Another advantage of typewriting is accuracy. We not only learn to be accurate in typewriting, but we soon perceive that we are avoiding many errors in our other subjects.

Many of my friends think it very strange when I tell them that I am taking the academic course and have elected typewriting; but they do not realize its value. I have a very poor handwriting and very seldom do I hand in a neat paper written with ink. Now, since I am further advanced in typewriting, I can typewrite my themes and essays. Every teacher likes neat work and what is better than to

¹ Written by a student.

please your teachers? Typewriting has proved itself an asset to me in every other subject.

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CHAPTER X

HIGH SCHOOL ATHLETICS

Physical Training Program. In the discussion of this subject the writer recognizes some digression into the curricular field, since the physical training program is both curricular and extra-curricular.

The whole physical training program in the high school is receiving more attention at the present time than it has ever received before in the history of secondary education. The writer prefers to call it the health program of the school. We have committed ourselves to health as the first primary objective of secondary education, and in support of our views we quote from "Cardinal Principles of Secondary Education:"¹

Health needs cannot be neglected during the period of secondary education without serious danger to the individual and the race. The secondary school should therefore provide health instruction, inculcate health habits, organize an effective program of physical activities, regard health needs in planning work and play, and coöperate with home and community in safe-guarding and promoting health

¹ Bulletin No. 35 (1918), Department of the Interior, Bureau of Education.

interests. To carry out such a program it is necessary to arouse the public to recognize that the health needs of young people are of vital importance to society, to secure teachers competent to ascertain and meet the needs of individual pupils and able to inculcate in the entire student body a love for clean sport, to furnish adequate equipment for physical activities, and to make the school building, its rooms and surroundings, conform to the best standards of hygiene and sanitation.

This simple statement from "Cardinal Principles" gives us a platform upon which to build. The health program in most of the high schools of the country is limited to competitive athletics, formal gymnastics, and some play activities connected with the "gym" period. An investigation undertaken recently by John F. Landis, physical director of the Latimer Junior High School, Pittsburgh, revealed the fact that in more than five hundred junior high schools of the country physical training was scheduled not more than once or twice per week and that health instruction as a part of the regular physical training work was practically unknown. It is undoubtedly true that health instruction in the high schools of this country has been neglected, and the primary cause of this neglect has been the shortage of physical training instructors capable of giving health instruction. Teacher-training institutions are beginning to recognize that this

should be a part of the equipment of every well-trained physical instructor.

Every high school student ought to be scheduled for health instruction for one period every day of the week, using the term health instruction in its full meaning as covering every phase of physical activities. Some school systems are rapidly approaching this ideal. Pittsburgh high schools, in part, have done this, and some are scheduling health instruction four periods each week. This instruction is in addition to the time given to competitive sports and games outside of school hours.

The Health Program. The health program should include physical examinations, regular health instruction, correctives, formal gymnastics, plays and games, competitive intra-school contests, and competitive inter-school athletic contests.

Physical Examinations. The physical examinations should take place at least annually, and semiannually if possible. They should be thorough, and the work should be done under the supervision of the medical inspector of the schools.

Corrective Measures. Corrective measures should be undertaken by the physical department immediately following the physical exam-

inations. This means that the staff ought to be large enough to take care of such corrective work, either as a part of the regular physical training period or in periods assigned for this type of work.

Health Instruction. Health instruction should be a regular part of the week's work and should have a definite time allotment. Physical training teachers ought to train and prepare themselves for this type of work. The day ought to come speedily when they will not be considered competent or even eligible for appointment if they are not prepared to give health instruction.

Formal Gymnastics. Formal gymnastics should be included in the day's program, but should not get nearly so much time as has customarily been allotted to the subject. The over-stress that has been laid upon this part of the work in past years has resulted in the "gym" period becoming positively repugnant to the student body. A short, snappy ten-minute period devoted to it will be adequate to promote the desired symmetrical physical growth and development and aid in bringing to maturity those desirable moral qualities coming from systematic and regular work.

Plays and Games. Dr. Hall is correct in saying that "play is always and everywhere the synonym of youth." Boys and girls of high school

age particularly love social games. They are enthusiastic over the competitive games, such as football and basket ball, perhaps even more than those of the social type, but the writer is not referring to this class in the present connection. There is an infinite variety of social games today, and the physical directors who fail to make use of them are making a mistake. Boys and girls are distinctly social animals. They like to be in the presence of each other. Why would it not be a good thing to bring them together in the "gym" period occasionally to play games together?

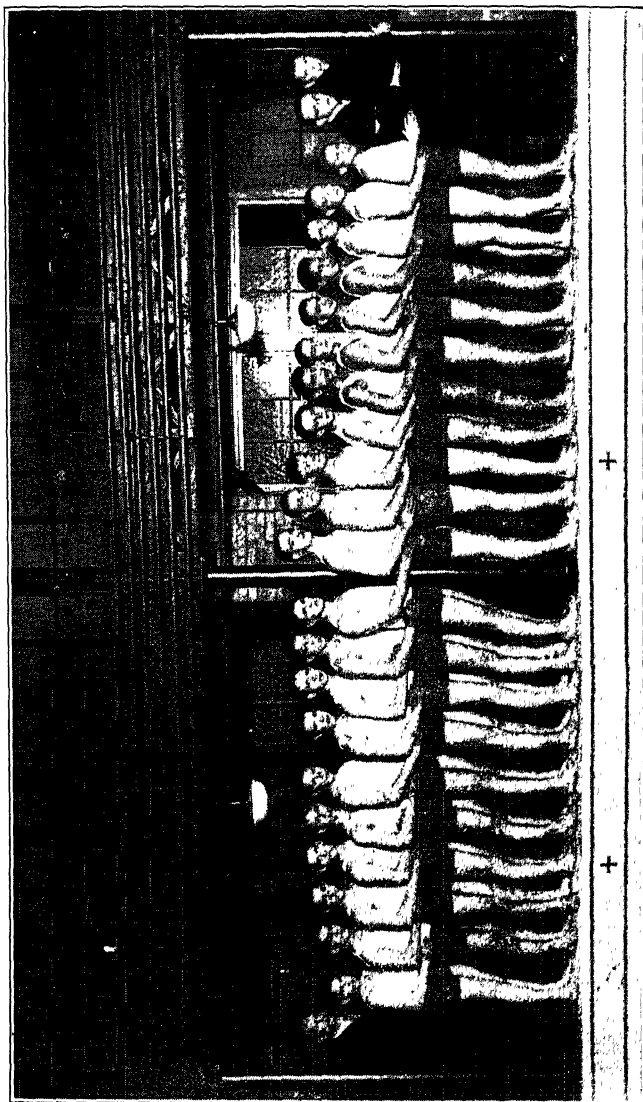
Intra-school Competitive Games. Competitive games within groups and between classes within the school afford the school its greatest opportunity to give the moral and social training which comes from health competition in athletics to all the students. This is a phase of the physical training program which ought to receive more and more attention. It is the prototype of mass athletics now being developed in the colleges and universities. Inter-school athletics have received more than a proportionate share of attention, with due allowances to their value and place in the program. The usual criticism of inter-school contests is that the teams furnish training to but eleven football players, five basket-ball players,

nine baseball players, etc. There can be no ground for this criticism in a school which has a lively competitive program of athletic activities within its own organization. Some of the high schools have already proved that great interest and enthusiasm can be aroused among the students participating in competitive athletics within the school itself, and that most of the moral and social value attributed to inter-school athletics may be obtained to the same degree in intra-school athletics.

The English system of athletic sports recognizes the importance of active participation on the part of each individual and trains the boy or girl with this in mind from common school through university days.

There is no intention of decrying inter-school athletics, but an effort should be made to stress the importance and the possibilities in the field of intra-school athletic activities.

Advantages to the Students of Intra- and Inter-school Athletics. Competitive athletics, under proper conditions, have long been recognized as affording excellent opportunity for the development of mental alertness, keenness of discernment, promptness of decision, and general intellectual initiative. By their very nature they have a tendency to develop these intellectual



LIFE SAVING CLUB

qualities in those participating. But it is equally true that the chief advantages of competitive athletics within or without the school are moral and social.

We have been claiming for the entire extra-curricular program that it develops such virtues as self-control, initiative, self-reliance, courage, coöperation, vitality, respect for the rights of others, loyalty, courtesy, fair play, purpose, devotion to duty, and self-sacrifice. Certainly athletic games take no less prominent a place in developing these than student-government organization, school assemblies, clubs, and the rest.

Athletics also have a value similar to that of a safety valve, in that they furnish the occasion to get rid of excess exuberance on the part of the student body. "Pep" meetings, organized rooting, and the "atmosphere" of the games themselves furnish just the right conditions for getting rid of this excess spirit, which might very easily be turned into avenues not quite so wholesome.

C. W. Whitten, state manager of inter-scholastic athletics in Illinois, stated in a recent address that "when we permit our inter-scholastic contests to become the avenue of escape for all the neurotic jazz hysteria of the entire community, of the sensational newspapers that usually have

no ideals above advertising and income, of commercial clubs and 'boosters' clubs whose highest conception of ethics are all comprehended in the ambition to 'put the town on the map,' of that class of respectable materialists who loudly proclaim that 'nothing succeeds like success,' of the town sports and gamblers, of the hangers-on of pool rooms and smoke shops, why, we overload our safety valve, and our educational engine, instead of blowing off, blows up with tremendous mortality to educational ideals and outcomes. And that is exactly what happens when the clamorous, anti-educational sporting elements of the community undertake to direct or to exert any appreciable influence upon high school athletics."

There is a spirit of commercialism in inter-scholastic contests which must be guarded against; it is one of the evils confronting school people everywhere in connection with athletic contests without the school. Last season the writer attended a basket-ball game between two prominent high school teams in an armory in a certain city. A great crowd, representing students and community, had turned out for the game, and was there to win by hook or crook. Sportsmanship apparently was an unfamiliar word to them. As a result the entire game—its

setting, progress, and outcome—was anything but creditable to the high schools concerned.

When schools and communities become imbued with ideals leading to such immoral and discourteous conduct, it is high time for school officials to take a courageous and determined stand to educate the school and community to better things.

Another advantage of competitive athletics is the real joy and pleasure the participants derive from them. This is a worth-while end in itself. If boys and girls are to learn how to use their leisure time worthily, it is well that they learn how to play. This will help them to spend many leisure hours worthily not only during their high school life but throughout all life as well.

Nothing is gained by attempting to deny that high school students like athletics. Much is to be gained, on the other hand, by taking advantage of the situation and using it to its fullest extent in developing character in all of its various aspects.

Another advantage of competitive athletics is the opportunity they afford for the formation of correct habits of living, temperance, moderation, and bodily care. There is a compelling motive in refraining from any kind of conduct or

bodily abuse likely to lessen the chances of success.

Nature of the Athletic Program. The games selected for competitive sports will be determined to some extent by the age and physical condition of the students. Of course only those games which may be expected to develop through practice the virtues mentioned in the preceding pages ought to be given a place on the athletic program. Football, basket ball, baseball, tennis, swimming and track and field events seem to have a very firm hold on the American high schools today. Soccer has not won its way among high schools in the rapid way its characteristics as a good game would seem to promise. It has been substituted for the boys of junior high school age in Pittsburgh for Rugby football, in the belief that it is a more suitable game for boys of adolescent years. Although the boys have not accepted it enthusiastically, it is hoped that eventually it will win its way into their hearts and lives. Volley ball, basket ball, baseball, tennis, and swimming are common to both junior and senior high schools.

Perhaps the most strenuous of these games is basket ball. The number of games played each week in basket ball ought to be limited and regulated. Because of its strain on the heart, phys-

ical training instructors should be sure about the heart action of the students before they are permitted to take part. Football is strenuous, and, at times, somewhat dangerous because of the personal contact and mass plays in the game. It is a game, however, that calls for decision, alertness, physical judgment, courage, self-control, and quick thinking as few games do. The physical training instructor in charge of football has a great responsibility in the matter of allowing only those boys who are physically fit to play. It is not intended, though, to discuss the relative merits of all of the common games in this volume. As compared to the rest of the extra-curricular program, athletics have been in the high schools for a long period. They have become an established part of the program. Indeed, athletics have become so prominent in most schools as to be considered of equal importance with the curricular program and have been recognized and placed on a regular footing with English, the social studies, and mathematics, in so far as time schedule and importance are concerned.

Athletic Program for Girls. Girls as well as boys are engaged today in competitive athletic games. They are playing basket ball, indoor baseball, volley ball, tennis, swimming, and are indulging,

as a matter of fact, in practically every game played by boys, except football and soccer. While true that the rules have been modified somewhat to meet their particular needs, the girls have their track events just as the boys do and are enjoying the privilege of a rich program of athletic activity.

Athletic Coaches. Coaching athletic teams ought to be considered as a feature of the work of a physical training or health instructor. No doubt it is an important feature, but it should not be given more consideration than ability to give regular health instruction or perform any of the other customary duties of a good instructor in this field. The main difficulty in the past and to a large extent in the present, is that we have had athletic coaches and nothing else. Widespread instances may be found of coaches who are paid more than high school principals. This is merely emphasizing the importance of the position beyond all proportion and usually results from a false community ideal which demands that the town be "put on the map" with a winning team. Such a basis of athletics often makes the team a mere machine and the coach everything—an unwelcome situation for the boys and girls at best.

Physical training teachers have a grave re-

sponsibility to the boys and girls under their care. Their influence with the students is usually far greater than that of any other member of the teaching staff. It is because of this that the physical training instructors should be men and women of sterling worth, using their influence with the boys and girls always in the interest of loyalty to the school and true, clean living.

Athletic Council. It is well to have an athletic council in every high school of considerable size. Such an organization becomes a valuable aid in athletic control and management; in giving financial organization and support; and in helping to mold school opinion in favor of high ideals of sportsmanship, fair play, courtesy to visiting teams, and the other standards of sound athletic activity.

The membership of this council should consist of one or two representatives from each report class or home room. It should organize with its own officers. As the directing force back of the organization, the principal or some one delegated by him should be a member of the council, working, of course, through the students. The council should meet once each week in the activities period. Through its members, it will come into contact with the entire student

body which, in home-room meetings, will approve or disapprove its actions as reported by the delegates. The home room can also initiate policies through its representatives on the council. The council should function for athletics in practically the same way as the student-government organization functions for other student problems. In small schools, where the duties of the student-government organization are not of great weight or extent, that body might well take over the functions of an athletic council.

It is apparent that the athletic council should replace the old "athletic association" as an agency for controlling athletics in the high school. The old organization was too unwieldy in large schools for purposes of discussion and action.

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